

**IMPROVING THE QUALITY OF TEACHING-LEARNING PROCESS OF
READING AT THE EIGHTH GRADE OF SMP NEGERI 1 PALIYAN
IN THE ACADEMIC YEAR OF 2011/2012
THROUGH THE USE OF COOPERATIVE LEARNING**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By

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2012**

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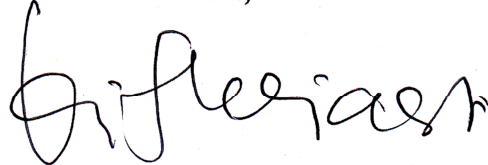
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A THESIS

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PERNYATAAN

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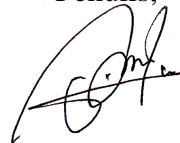
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Menyatakan bahwa karya ilmiah yang berjudul *Improving the Quality of Teaching-Learning Process of Reading at the Eighth Grade of SMP Negeri 1 Paliyan in the Academic Year of 2011/2012 Through the Use of Cooperative Learning* ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal itu menjadi tanggung jawab saya.

Yogyakarta, Desember 2011

Penulis,



Erma Ady Puspitarini

MOTTO

*"You have brains in your head. You have feet in your shoes. You
can steer yourself any direction you choose. You're on your own
and you know what you know. And you are the one who'll decide
where you'll go"*

-Dr. Seuss

DEDICATION

This thesis is dedicated to my beloved family for the endless love, patience, encouragement, and prayer along my life.

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Alhamdulillah, praise be to Allah SWT, the Almighty, for giving the strength and blessing to me so that I can finish this thesis. Without his blessing I would never have finished this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

With all sincerity and honesty deep down in my heart, I would like to express my greatest gratitude sincerity to my first consultant, Dra. Jamilah, M. Pd. and my second consultant, Tri Wahyuni Floriasti, S.Pd., M.Hum., for their guidance, advice, correction, patience, willingness to correct every part of this thesis. Many thanks also go to the Headmaster of SMP Negeri 1 Paliyan, Ardi Suryanto, SE., MM., who has given me a chance to conduct the action research project in SMP Negeri 1 Paliyan, the English teacher, Wahyu Wardani, S.Pd., who has worked collaboratively in doing this research and the students of class VIIC in the academic year of 2011/2012 for their cooperation and collaboration during the research.

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Last but not least, I am grateful to my best friends, Ratna, Lina, Mekar, and Tia and all my friends in Class I PBI'07 (thanks for being my friends) , the big family of the English Language Education Department, the big family of the State University of Yogyakarta and all people who have given their support.

Finally, I realize that this thesis is far from being perfect. Therefore I greatly appreciate any criticism, comments, and suggestion for the improvement of this thesis. However, I hope this thesis would give worthwhile contribution to the improvement of the English teaching-learning process.

Yogyakarta, December 2011

Erma Ady Puspitarini

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ABSTRACT

This research is aimed to improve the quality of the teaching-learning process of reading at the eighth grade of SMPN 1 Paliyan in the academic year of 2011/2012. Based on the preliminary observation, there were some problems found. The students' problems were the students' interaction in the classroom was low, they also had insufficient vocabulary, and most of them did not actively involve in the activities and easily got bored in the teaching and learning process. The teacher's problems were she tended to talk all the time rather than gave opportunities for the students to give their opinions and ideas. She still used monotonous reading activities and seldom taught reading strategies. Finally, those problems led the students to be passive in the reading class. Therefore, the effort made to solve those problems was by implementing cooperative learning activities in reading class.

This research consisted of two cycles. In doing the research, the researcher involved 31 students of Class VIIIC, one English teacher as the collaborator, and the researcher herself. The data were obtained from the observation during the implementation of the actions, interviews with the students of Class VIIIC, and discussion with the collaborators. The data were in the form of interview transcripts and field notes. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The result of this study shows that there is an improvement of students' active involvement and the teaching-learning process of reading itself. It is shown by the active involvement and enthusiasm of students in doing the reading activities. In both cycles, they showed some improvement on participation, interaction, cooperation and responsibility when doing class and group discussion. In Cycle 1, the percentage number of the students for participation was 60.21%, for interaction was 52.68%, for cooperation was 53.76%, and for responsibility was 76.34%. In Cycle 2, the percentage number of the students for participation was 78.49 %, for interaction was 79.57%, for cooperation was 94.62%, and for responsibility was 96.77%. Related to the teaching-learning process of reading, the improvement is shown by the teacher who has taught some reading strategies, gives the students a lot of opportunities to be active, and applies various activities in reading class. Finally, it can be concluded that Cooperative Learning activities that has been implemented in this research is able to solve the problems in the reading class and to improve the quality of the teaching-learning process of reading as well.

CHAPTER 1

INTRODUCTION

A. Background of the Study

Reading has been considered one of the most important skills that should be acquired. People around the world have learned to read for a variety of reasons. First, it can be said that reading is the stepping stone of a learner's success in education and his life. Without the ability to read effectively, a learner will lose many opportunities in his personal fulfilment and his education in the future. Second, the ability to read opens up new world and opportunities for both children and adults. It enables them to gain new knowledge, enjoy literature, and do everyday things that are parts of modern life, such as, reading the newspapers, novels, job listings, manual instructions, maps and so on.

Moreover, reading is not only as a source of information but also as a means to enrich one's knowledge of the language. Reading does make the learners knowledgeable. The more they read, the more they gain valuable pieces of knowledge.

Reading also helps learners to increase the vocabulary mastery. The learners will keep on learning new words, phrases, idioms when they read various books. They acquire all kinds of information which helps them to be a better speaker and a better writer. Reading, then, is a skill that highly valued for the learners.

Furthermore, reading receives a great emphasis in the English teaching and learning process compared to the other skills. In Indonesia, reading receives a

special focus since English becomes the compulsory subject that is tested in National Examination. It is because most of the questions in National Examination, particularly English, are reading comprehension questions. There are some texts that must be comprehended by the students. Therefore, English teaching and learning process in Indonesia is more focused on reading.

However, although it has been the focus of teaching and learning process of English, it does not mean that the process of it is out of problems. There are still many problems concerning the teaching and learning process of reading as what happened at SMPN 1 Paliyan.

Based on the observation in the eighth grade classes of SMPN 1 Paliyan, there were many problems influencing the quality of teaching and learning process of reading. As a result, the quality of the teaching and learning process of reading was still poor.

In the teaching and learning process of reading in this school, the teacher's talk seemed to be dominant. The teacher talked a lot in teaching and learning process. She focused on explaining all of the material that mostly taken from *LKS (Lembar Kerja Siswa)* although sometimes she used books taken from *BSE*. After that she asked their students to answers the reading comprehension questions. She only taught what the textbooks say without making adjustments to make the class atmosphere more lively, interactive, and communicative. As a result, there was little interaction between the teacher and the students and/or among the students.

The teaching strategy used by the teacher also did not arouse students' involvement in reading class. The teaching and learning process of reading was

lack of variation. The activities were monotonous. The activities used by the teacher did not encourage the students to be actively involved in the teaching and learning process of reading. They tended to be listener along the teaching and learning process. Therefore, the students easily got bored. As a consensus, the teaching and learning process could not run effectively.

One of the ways to make the teaching and learning process effective is making the students active so they enjoy learning and they can improve their reading skills. Therefore, the teaching strategy used by the teacher should be interesting and student-centred. One of those teaching strategies is cooperative learning.

Cooperative learning is a kind of teaching strategies that promote active involvement and participation of the students in the teaching and learning process. They will learn more through a process of constructing and creating, working in a group and sharing knowledge. This strategy is believed as being able to give chance for students to be actively involved in discussion, has courage and place more responsibility on them for their own learning.

In cooperative learning strategy, the teacher places students in small teams/groups. The groups formed are heterogeneous-made up of high, average, and low achievers, boys and girls. In cooperative learning, students work constructively, talk face-to-face, and help each other to complete the given tasks. It promotes positive interaction among the students. Within the group, each student is responsible for contributing to the group's success as well.

Based on the reasons above, the researcher conducted an action research at SMP 1 Paliyan in order to solve the problems occurred in the school. The research focused on the efforts to improve the quality of the teaching and learning process of reading through Cooperative Learning strategy.

B. Identification of the Problems

Based on the observations and interviews, the researcher found many problems related to the teaching and learning process of reading in the eighth grade students of SMPN 1 Paliyan. She also found that Class VIIIC had many problem related to teaching and learning process of reading compared to the other classes in eighth grade. The problems founds in this class were related to the teacher, the teaching technique, the students, and the classroom activities.

Firstly, the problems came from the teacher. The teaching and learning process of reading was dominated by the teacher. When teaching reading in the class, the teacher talked a lot along the teaching and learning process. Moreover, she seldom asked the students to work in group/pairs. As a consensus, there was little interaction between the teacher and the students and among the students.

She still used traditional techniques. She gave the students several words that would be found in the text. Then, she asked the students to find out the meaning from dictionaries. In this task, she did not explain how to guess the meaning from the text. She just asked the students to find out the meaning of the words from dictionaries. After finding the meaning of the words, she asked the students to read the given text aloud, translate sentence by sentence and then

answer the questions. She did not teach the students the reading microskills and reading strategies that necessary for the students to comprehend the texts easily.

Secondly, the problems are related to the students. Most of the students found difficulties in comprehending texts. They often got difficulties to understand the meaning of the words because the words were unfamiliar. Then, although learners knew how to read, their reading skills and reading strategies were poor. As a result, when the teacher gave them comprehension questions, most of them gave not fully correct and even incorrect answers.

Most of students also were passive in teaching and learning process. When the teacher asked questions, no one was willing to answer. When the teacher pointed out some of the students, they looked reluctant to answer. There were only a few students who actively involved in teaching and learning process. As the researcher observed, there were four students or 12.90% students in the class who wanted to answer questions voluntarily without waiting the teacher called their names and four or 12.90% students who asked questions to the teacher. There were 16 students or around 51.61% students who were silent during the teaching and learning process. They were not enthusiastic and interested in reading class.

Based on the observation, it was also found that the teacher felt difficult to control students' behaviour. Most of the students were noisy especially the boys. When the teacher asked them to do the tasks, they make a noise such as when doing the tasks, they kept talking another topic that was not related to the task with their friends, and they laughed when their friends answered the questions incorrectly. They tended to behave disruptively. Based on the observation, there

were seven students or 22.58% of the students in the class always made noise. They were the students who sitting at the behind. They were busy doing their own activity and paid less attention to the lesson. Such condition made the teacher difficult to control the class.

Then, the classroom activities were monotonous and did not encourage the students to actively involve in teaching and learning process. The teacher just asked the students to read the text one by one. The students were asked to find out the meaning of the words that would be found in the text, answered comprehension questions, and discussed the answers together with the teacher. It seemed that the teaching and learning process was monotonous. Consequently, the students were easy to get bored during the class activities and they tended to make noise during the teaching and learning process.

C. Limitation of the Problem

The problem in this research was limited to the problems related to the teaching and learning process of reading in Class VIIIC of SMPN 1 Paliyan. The researcher and the collaborator decided to solve this problem because the teaching and learning process of reading in this class was monotonous and not interactive since the teacher tended to dominant the class without making adjustment to make the class atmosphere more interactive and communicative. Consequently, the students were passive and they did not actively involve during the teaching and learning process.

Therefore, in this research, the researcher together with the collaborator decided to use some cooperative learning strategies to improve the quality of the teaching and learning process of reading in class VIIIIC of SMPN 1 Paliyan, Gunung Kidul in the first semester of the academic year of 2010/2011.

There are some reasons for the researcher and the collaborator to use Cooperative Learning as a strategy to improve the quality of the teaching and learning process of reading in this research. Firstly, cooperative learning is designed to be implemented in the language class including in the reading class. It supports the use of small group learning which encouraged mutual helpfulness among the students and active participation of all students during the teaching and learning process. Secondly, the focus of Cooperative Learning is not only on the academic aspect but also on the social and affective aspects because the cooperative learning promoted positive interdependence and face-to-face interaction. Thirdly, cooperative learning promotes equal participation and provides the equal opportunity for all students to develop themselves. Fourthly, it also helps the teacher to create a learning environment which engages both students' individual and group achievement. She also can play her role not only as the informers who give all the explanations about the subject but also as the facilitators, the monitors even the resources.

Finally, it is expected that Cooperative Learning can create enjoyable and interactive class. It is also expected to motivate the students to be active and get involved in the teaching and learning process of reading.

D. Formulation of the Problem

The problem of the research is formulated as follows.

“How could Cooperative Learning be applied to improve the quality of teaching-learning process of reading at the eighth grade of SMP Negeri 1 Paliyan in the academic year of 2011/2012?”

E. The Objective of the Research

The research was aimed to improve the quality of teaching-learning process of reading at the eighth grade of SMP 1 Paliyan in the academic year of 2011/2012 through the use Cooperative Learning.

F. The Significance of the Research

This research is expected to give contributions to the following parties.

1. The English teachers, in particular, the English teacher at SMPN 1 Paliyan and the other schools

The research gives new experience and knowledge on improving the quality of teaching and learning process of reading. It can be used as a model in implementing the cooperative Learning in the teaching-learning process of reading as well.

2. The researcher herself

The research can be a valuable experience of how to conduct an action research.

3. It is expected that the result of the research can give a contribution to the teaching and learning of English in Junior High Schools.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter provides the theoretical review and conceptual framework for the study. Each is presented below.

A. Theoretical Review

1. Teaching and Learning of English as Foreign Language

English as foreign language means that English has a function as a foreign language in countries where English is not the official language, but it still has a significant role to play. It can be as an important school subject and it is needed by people who work in business, tourism, and other sections for public services.

To acquire knowledge of the language, it is needed a process called learning. According to Brown (2007: 7), learning refers to acquiring or getting of knowledge or skill through study, experience, and instruction. However, learning not only means to acquire knowledge or skills but also to change someone. Kimble and Garnezy in Brown (2000: 7) state that learning is the change in behavior tendency. It is the result of reinforced practice. Moreover, learning is also defined as a change in an individual caused by experience (Driscoll, 2000 in Slavin, 2006: 134).

Breaking down the components of the definition of learning. Brown (2007: 8) proposes that learning is acquisition or getting, keeping of information skill that implies storage systems, memory, and cognitive organization, involving active, conscious focus on and acting upon events outside or inside the organism,

relatively permanent but something that is easy to forget, involving some of practice, perhaps reinforced practice, and a change in behavior.

Those concepts of learning show that in the learning process, the learners get information or skills through some practices and there are many aspects involved in the learning process such as memory, cognition, and behavior.

On the other hand, teaching cannot be defined apart from learning (Brown, 2007: 7). An activity of teaching is always followed by the activity of learning. According to Tomlinson (1998: 3), teaching refers to anything done by the materials developers or teachers to facilitate the learning. In addition, Brown (2007: 8) has clearly defined that the concept of teaching is guiding and facilitating learning, encouraging the learners to learn and setting the condition to learn.

Moreover, Kimble and Garnezy in Brown (2000: 7) define teaching as showing or helping someone to learn how to do something, giving instruction to someone, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand it.

In conclusion, teaching can be said as a process of guiding, facilitating, and helping someone to learn in order to enable him/her to know and understand something. It is also a process of providing someone with the knowledge to do something.

However, teaching should not be only theoretical but also practical. Therefore, the process of teaching should fulfill several characteristics of effective teaching. Blum in Richard and Renandya (2002: 21) proposes twelve

characteristics of effective teaching. The effective teaching considers some characteristics including preplanned curriculum to guide instruction; high expectation for student learning; students-oriented; clear and focused instruction; monitoring of learning progress; reteach when there are students who do not understand; class time; smooth and effective classroom routines; instructional group formed fit the instructional needs; high standard of classroom behavior; positive interaction between teacher and students and incentives and reward to promote excellence. Those characteristics that are involved in the teaching and learning process can be used as a guidance to create an effective teaching.

Related to teaching and learning of English as a foreign language, the learners do not use this language to communicate outside classroom. Brown (2001: 116) states a foreign language happens in a context in which students do not use English to communicate beyond classroom. The learners learn this language in the school but they do not use it when they interact with the society in which they belong.

Therefore, the learners should be provided with opportunities to use it through classroom activities because in the foreign language context, there will be little experience to use English outside the classroom. Cameron (2001: 11) states:

The central characteristics of foreign language learning lie in the amount and type of exposure to the language: there will be very little experience of the language outside the classroom, and encounters with the language will be through several hours of teaching in a school week.

Therefore, in the foreign language teaching, the teacher should provide language exposure and provide opportunities for using English through classroom

activities. The teachers also should fulfill the characteristics of effective teaching in order to make the teaching and learning process run smoothly and effectively.

After knowing the definitions of both teaching and learning, it is very important to understand the goal of language teaching as well. By understanding the goal, it can be decided what should be done in order to reach the goal. The goal of the language teaching today is to make the students are able to use language for meaningful communication in the real life.

Therefore, the students not only have good grammatical competences referring to the knowledge of the building blocks of sentences such as parts of speech, tenses, phrases, clause, sentence patterns, and how to sentences are formed, but also they have a good communicative competence so that they can use what they have learned including grammar, vocabulary, and soon to communicate in the real life.

In order to reach the goals of language teaching, the teacher should create techniques that engage the students in meaningful communication in the classroom and the students need to be involved in the classroom activities in order to use the language. Brown (2001: 43) states that in communicative language teaching, the language techniques are designed to engage the students in the pragmatic, authentic, functional use of language for meaningful purposes.

In addition, Brown (2001: 43) also states that the students have to use the language productively and receptively in unrehearsed contexts outside classroom. Therefore, the classroom activities must equip the students with the skills for communication in those contexts. The teacher also encourages them to construct

meaning through interaction with others. She also provides them with opportunities to focus on their own learning process through understanding of their learning style and development of appropriate strategies for autonomous learning.

In conclusion, as the implication of language teaching and learning, in particular, English as a foreign language, the teacher should give the students opportunities to interact with the teacher and the other students in order to create real communication in the classroom. The teacher should be tolerant of students' errors as they indicate that the student is building up his or her communicative competence. She also needs to provide opportunities for students to experiment and try out what they know and to develop both accuracy and fluency. Then, she also tries to integrate the different skills such as speaking, reading, and listening, since they usually occur so in the real world.

2. Teaching and Learning English as a Foreign Language at Junior High School

In the language teaching, age is a major factor in the decision about how and what to teach (Hammer, 2001: 37). The teacher should know whether the students are young children who learn by doing and can imitate the teacher easily and prefer to learn language through media (games, song, picture, and so on), or the students are adult who have superior cognitive abilities and more handle abstract rules and concepts (Brown, 2001: 90).

Therefore, it is important for the teacher to know whether the students are young children, teenagers or adults because it is closely related to the way how she should teach the students and what should be taught in the classroom. This factor becomes one of the considerations for the teacher to decide what types of techniques that are used, the material that will be taught, and the classroom activities that are used, and so on.

Related to junior high school students in which their age range is between twelve and eighteen, it can be said that they are teenagers. The characteristics of teenagers are they are in the transition process. Brown (2001: 92) states young adults or teenagers are in transition from childhood and adulthood. The terrible teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

In addition, Hammer (2001: 39) states that the learner around this age can cause discipline problems. There are some reasons of this. First, apart from the need for self-esteem and the peer approval the learners may provoke from being disruptive. Second, the boredom they feel in the teaching and learning process also may provoke them to be disruptive too.

Therefore, to handle such problems which usually occur in teaching teenagers, the teacher must encourage students' engagement in the classroom. Hammer (2001: 39) states teenagers have a great capacity to learn, a great potential for creativity, and a passionate commitment if they are engaged to things interests them.

Teaching teens is not a simple and easy work. It needs special considerations to teach them. The students must be encouraged to respond to texts and situations with their own thought and experiences. The teacher must give them tasks which they are able to do. In addition, there is one of the most important concerns in teaching teens is to keep self-esteem high (Brown, 2001: 92). To keep students' self-esteem high, the teacher should avoid embarrassment of students at all costs; affirm each student's talent and strengths; allow mistakes and other errors to be accepted; de-emphasize competition between classmates; and encourage small-group work.

Therefore, in teaching English, particularly for the teenagers, the teacher must encourage students' engagement with materials which are appropriate and relevant with the students' proficiency level. At the same time, the teacher should use appropriate teaching techniques and create classroom activities that encourage the students' involvement. Besides that, she can do something to support students' self-esteem, and be conscious of their need for identity.

3. Teaching Reading for Junior High School Students

Teaching reading in junior high schools is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for junior high school level. Teaching-learning process of English in the junior high schools is targeted to make the students reach the functional level, that is, to communicate written and orally to solve daily problems (Depdiknas, 2006).

In the area of teaching reading for junior high school, students are expected to be able to comprehend written text to reach the functional level including the ability of comprehending many kinds of short functional texts, procedure texts, descriptive texts, recount texts, narrative texts, and report texts. The expected reading competences from the students of junior high school years of eighth grade in the first semester are displayed in the following table.

Table 1: Standard of Competence and Basic Competencies of Reading

Standard of Competence	Basic Competencies
5. Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.	<p>5.1 Reading functional texts and simple short essay in the form of descriptive and recount meaningfully and loudly with correct pronunciation, stress, and intonation.</p> <p>5.2 Responding meaning of simple short functional texts using accurate, fluent, and acceptable written language to interact with the society in which the students belong.</p> <p>5.3 Responding the meaning and rhetorical steps in the simple short essay using accurate, fluent, and acceptable written language in the form of descriptive and recount texts to interact with the society in which the students belong.</p>

For the eighth grade students of junior high schools, reading skills can be learnt through short functional texts and simple essays in the forms of descriptive,

recount, and narrative texts. In the first semester, students are expected to have reading skills to deal with reading aloud and comprehend short functional texts and short monologues in the forms of descriptive and recount texts to interact with the society in which the students belong. Then, in second semester, students will learn the materials of functional texts and simple essays in forms of narrative and recount texts.

a. The Micro-skills of Reading

Reading is one of the skills in a language teaching; the other are listening, speaking, and writing. Murcia (2001:119) states that reading skill is a process of trying to understand a written text. The reader has to perform a number of simultaneous tasks: *decode* the message by recognizing the written sign, *interpret* the message by assigning meaning to the string of words, and *understand* what the author's intention was.

There are several microskills of reading as adapted from Richard 1983 (cited in Brown, 2001: 307) that need to be developed for effective reading.

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English.
- 2) Retaining chunks of language of different lengths in short-term memory.
- 3) Processing writing at an efficient rate of speed to suit the purpose.
- 4) Recognizing a core of words, and interpret word order patterns and their significance.

- 5) Recognizing grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), pattern, rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 8) Recognizing the rhetorical forms of written discourse and their role in signaling for interpretation.
- 9). Recognizing the communicative functions of the written texts, according to form and purpose.
- 10) Inferring context that is not explicit by using background knowledge.
- 11) Inferring link and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguishing between literal and implied meanings.
- 13) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of the words from context, and activating schemata for the interpretation of the texts.

In addition, Hammer (2001: 201) also lists several skills of reading as follows.

- 1) Identifying the topic: the good readers are able to pick up the topic quickly with the help of their own schemata.
- 2) Predicting and guessing: after the readers have identified the topic, they make assumptions or guess the content of the text as they try and apply their schemata.
- 3) Reading for general understanding: the readers are able to get the idea of the text and understand the gist of it without worrying too much about the detail.
- 4) Reading for specific information: in contrast to reading for general understanding, the readers read the written texts because they want specific detail of the texts. They concentrate to the particular items only and ignore all the information until they find the specific detail.
- 5) Reading for detailed information: the readers read the text in order to understand everything in detail.
- 6) Interpreting text: the readers are able to see beyond the literal meaning of the words in a passage, using a variety of clues to understand what the writer is implying or suggesting.

With regard to the types of texts which must be learned by the eighth grade of junior high schools in semester 1, the following presents the micro-skills of the above texts.

- 1) Identifying the topic: the good readers are able to pick up the topic quickly with the help of their own schemata.

- 2) Predicting and guessing: after the readers have identified the topic, they make assumptions or guess the content of the text as they try and apply their schemata.
- 3) Guessing meaning from the context.
- 4) Reading for specific information.
- 5) Reading for detailed information.
- 6) Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of the words from context, and activating schemata for the interpretation of the texts.

Therefore, based on the microskills that have been determined, the reading techniques and the reading activities should include those reading microskills and employ reading strategies needed by the students to help them in comprehending the text effectively and make them easier to deal with various texts.

b. The Models of Reading Processes

There are three main models of reading processes that have been developed. They are the bottom-up model, the top-down model, and the interactive model.

1) The Bottom-up Model

According to Hedgcock & Ferris (2009: 17), the bottom-up reading process begins with decoding the smallest linguistic units, especially phonemes, graphemes, and words, and ultimately constructs meaning from the smallest to the largest units. Therefore, readings is also viewed as matching the written symbols

with their aural equivalents and blending these together to form words, and derive meaning (Nunan (1999: 252).

Through this reading model, readers process each word letter-by-letter, each sentence word-by-word and each text sentence-by-sentence (Grabe & Stoller, 2002: 32). This reading model focuses on the smaller units of a text such as its letters, words, phrases and sentences. Then, a syntactic and semantic processing occurs during which reading reaches the final meaning. In this model, the reader reads all of the words in a phrase, or a sentence before being able to understand.

Therefore, it can be concluded that bottom-up model typically consist of lower level reading processes. The readers begin with the smallest units and builds up to comprehension of what is being read.

2) The Top-down Model

This model is the opposite process to the bottom-up model since it requires readers to rely on their background knowledge in understanding the text rather than constructing meaning from words and sentences. Moreover, the readers do not need to read every word of a text, but rather, they concentrate on predicting the next words. They concern themselves with guessing the meaning of the words.

In the top-down model, the readers use background knowledge, make prediction, and search the text to confirm or reject the predictions that are made. Nuttall (1996 cited in Hedgcock & Ferrism, 2009) stated that readers might start predicting from the title of the reading text, something that allows them to limit

the scope of their reading. Additionally, while reading, they may hypothesize the message the writer wants to convey and modify their hypotheses according to what they read in the text.

Finally, it can be said that in the top-down model, the readers begin with the largest element, background knowledge, and works down towards smallest units to build comprehension of what is being read. When encountering a topic in reading, the readers activate the background knowledge for that topic and make use of it to infer and predict it.

3) The Interactive model

This model is built on the combination of the bottom-up and top-down models. Nunan (1990) states that the efficient and effective reading requires both top-down and bottom-up decoding. This model fills the gap between two models since it emphasize both letters and background knowledge; that is, the process of constructing meaning from the print of the bottom-up model and the process of using background knowledge of the top-down have a place in the interactive model.

The readers, for example, may use top-down reading to compensate for deficiencies in bottom-up reading. To achieve meaning, they use their schemata to compensate for the lack of bottom-up knowledge. “In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says” (Nuttal, 1996 cited in Brown, 2001: 299).

While reading, decoding processes can support one another in a compensatory way. If, when reading word by word, readers with good bottom-up skills do not comprehend the texts, they need to use their background knowledge to assist them. Alternatively, readers who rely on the top-down model use textual clues and guess wildly at the meaning, but they need to compensate for deficits such as weaknesses in word recognition and lack of effective bottom-up processing.

In conclusion, in the interactive model, the readers combine the elements of both bottom-up and top-down models of reading to reach reading comprehension. The readers do many bottom-up things when they read (decode the unfamiliar vocabulary, wonder about a part of speech of a particular word and so on) and they also does many top-down things when they read (anticipate what is coming next in the text and draw on his/her previous experience).

These three models of the reading process help explain how readers construct meaning and how they compensate for their comprehension deficits. Successful readers usually alter their model based on the need of a particular text and situation. The interactive model, which is the combination of the bottom-up and top-down processes, leads to the most efficient processing of texts. Knowing that the interactive model can help the readers in achieving successful reading, teachers should find reading instructions based on this model to promote the students' abilities.

b. The Principles of Teaching Reading

Celce-Muria (2001:191) states that the heart of learning reading is the act of reading itself, then the heart of reading instruction is the set of tasks that students engage in order to achieve the learning goal. Teaching reading, then, requires reading tasks to be done by the students to improve the reading skills in order to achieve the learning goals including academic goals and the real-life goals. Therefore, the teaching of reading covers the students' academic goal and it also gives students experiences to use their skills in real-life activities.

Nation (2009: 6-8) lists several principles of the teaching reading. They are meaning-focused input, meaning-focused output, language-focused learning and fluency development.

The first principle is meaning-focused input. The following presents the Meaning-focused input.

- 1) The reading activities should be done for some reading purposes such as reading for information, reading to learn, reading for fun, reading for integrate information, reading to critique texts, and reading to write.
- 2) Reading texts should be appropriate for learner's language proficiency level.
- 3) Reading should be used to develop language proficiency. Learners should read with 98 percent coverage of vocabulary in the text, so that they can learn the remaining 2 percent through guessing meaning from the context.

The second principle is meaning-focused output. It means that reading should be related to other language skills such as listening, speaking, and writing. The process of teaching reading should involve listening, speaking, and writing

activities. Brown (2001:298) states that reading will be developed best in association with writing, listening, and speaking activities, for example in a reading class, there will be integration between four skills, it might include: a pre-reading discussion on the topic to activate schemata, listening to a lecture about the topic of a passage to be read, a focus on a certain reading strategy such as scanning, skimming, etc., writing a summary of the passage.

The third principle is language-focused learning. The following presents the language-focused learning.

- 1) The process of teaching reading should help the learners to develop the reading skills and knowledge needed for effective reading. The process of teaching reading should work on the micro-skills of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary, and grammar. Besides reading skills and language features, the learners should be given the reading strategies including previewing, predicting, posing questions, connecting to background knowledge, guessing meaning from context, etc. Then, the learners should be given training and practice in integrating a range of strategies like reciprocal teaching or concept-oriented reading.
- 2) The learners also should be familiar with the structure of the texts used in reports, stories, recount, and so on.

The last principle is fluency development. There are three main points in this principle.

- 1) The teaching process of reading should help and push the learners to develop fluency in reading. There should also be speed reading practice in word recognition and in reading for understanding. The teacher should give the material that is very familiar and contains no unknown language features.
- 2) The learners should enjoy reading and feel motivated to read. They should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading.
- 3) The learners should read a lot.

Therefore, when teaching reading, the teachers should consider the principles of teaching reading above. They have to consider the purposes of reading, the complexity of the texts, the development of reading skills and strategies, and also the activities that can encourage students' involvement.

4. The Quality of Teaching and Learning Process of Reading in the Classroom

The goal of English teaching and learning today is to enable the students to communicate in real life communication, both spoken and written. Therefore, the goal of language teaching can be achieved if the teacher gets success in the teaching and learning process. In addition, the goal of teaching-learning process of English in the junior high schools is targeted to make the students reach the functional literacy level, that is, to communicate written and orally to solve daily problems.

Therefore, in the English teaching and learning process, the students should be given a lot of opportunities in using English through classroom activities. According to Kumaravadivelu (2003: 48) the best way to maximize the learning opportunities in class is through meaningful students' involvement. Therefore, the English teaching and learning process can be said successful when most of the students can actively involved in the every stage of teaching and learning process so that the materials taught can be absorbed well.

In addition, Mulyasa (2004: 174) states that the quality of the teaching and learning process can be seen from two aspects, process and product. From the process, it can be said that the teaching and learning process is successful if all the students or at least 75% of the students get actively involved physically, mentally and socially in the teaching and learning process. From the product, it can be said that the teaching and learning process is successful if all the students or at least 75% of the students have positive changes towards their behavior.

Students' active involvement does not go far from active learning. Bonwell and Eison (1991) define active learning as that which "involves students in doing things and thinking about the things they are doing." They list the following general characteristics of strategies that utilize active learning in the classroom.

- 1) Students are involved in more than listening.
- 2) Less emphasis is placed on transmitting information and more on developing student's skills.

- 3) Students are involved in higher-order thinking (analysis, synthesis, evaluation).
- 4) Students are engaged in activities (e.g., reading, discussing, writing).

Therefore, based on the theories above, to reach a good quality of the teaching and learning process, the teacher should encourage the students to be actively participate in the teaching-learning process. Students must participate in the teaching and learning process by asking questions, answering questions, and giving opinion. It also can be said that participate means that students engage in classroom activities. It is true that students must do more than just listening and note taking: they must read, write, discuss, or be engaged in solving problems.

Then, the teacher should give opportunities for interaction both interactions between teacher and students and among students in the teaching and learning process. According to Brown (2001: 165), interaction is collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. People send message, receive them, interpret them, negotiate the meaning, and collaborate them to accomplish language.

Interaction is very important in language teaching and learning as what River (1987: 4-5) puts the importance of interaction as follows:

Through interaction, students can increase their language store as they listen to or read authentic linguistics material, or even the output of their fellow students in discussion, skits, joint problem-solving tasks, or dialogue journal. In interaction, students can use all they possess of the language-all they have learned or casually absorbed-in real-life exchanges....Even at an elementary stage, they learn in this way to exploit the elasticity of language.

Interaction can be used as the means for the students to increase their language mastery and also to use what they have learned in real-life

communication. In addition, River (1987) treats interaction as the key to language teaching for communication. She defines interaction as the facility in using a language when their attention is focused on conveying and receiving authentic messages. She suggests way to promote interaction in the language classroom such as avoiding teacher-dominated classrooms, being cooperative and considering affective variables.

As stated earlier, the teaching process is meant not only as how teacher give instruction, guide students or conduct learning activities, but also how the teacher creates a good situation and interaction in his class. Corder (1979: 11) states that teaching refers most often to the activity of the teacher in the classroom in his interaction with his students. Therefore, it can be said that the quality of the teaching and learning process is not only depending on the teacher' ability in explaining materials but also in creating a good interaction to the students.

Related to teaching reading, the teacher should follow the principles of teaching reading that has been discussed before. The teacher should helps the students to develop the reading skills and reading strategies, provide texts that are appropriate with student's proficiency level and familiar for them, and involve listening, speaking, and writing activities in the process of teaching reading, and involve the students in activities in the reading class and give opportunities for the students to interact with others.

Therefore, in this study, it can be concluded that a good quality of teaching and learning process reading can be seen from how the teacher teaches reading and how the students actively involve in the teaching and learning process

of reading. To reach a good quality, there are several factors that need to be considered in the teaching and learning process such as students, teacher, media, teaching methods and techniques.

a. Learner

Learners take important role in the teaching and learning process. In the teaching and learning process, the learners become the subject of teaching and learning process. Learner's role refers to the contributions that the learner makes to the learning process (Richards & Rodgers, 2001: 27). There are several roles for the learners as individual in the learning process. Johnson and Paulston (1976 in Richards & Rodgers, 2001: 28) spell out the learner roles in following terms.

- 1) Learners plan their own learning program and then ultimately assume responsibility for what they do in the classroom.
- 2) Learners monitor and evaluate their own progress.
- 3) Learners are members of a group and learn by interacting with others.
- 4) Learners tutor other learners.
- 5) Learners learn from the teacher, from other learners and from teaching source.

In addition, Nunan (1989: 80) explains the roles of the learners in the teaching and learning process as follows:

- 1) the learner is the passive recipient of outside stimuli,
- 2) the learner is an interactor and negotiator who is capable of giving as well taking,

- 3) the learner is a listener and performer who has little control over the content of learning,
- 4) the learner is involved in a process of personal growth,
- 5) the learner is involved in a social activity, and the social and interpersonal roles of the learner can not be divorced from the psychological learning process, and
- 6) the learners must take responsibility for their own learning, developing autonomy and skill in learning-how-to-learn.

Based on the roles above, it can be said that the learners need to be helped in order to maximize their roles in the teaching and learning process. The teacher should provide a lot of opportunities for the learners to use what they have learned, in this case, language, for example the opportunities to interact with the teachers and their classmates such as asking questing, giving opinions, expressing ideas, and so on; the opportunities for involving actively in the classroom activities; the opportunities for working cooperatively with the other students in the class; and the opportunities for taking responsibility for their own learning and for developing their skills and strategies for autonomous learning.

b. Teacher

In the teaching and learning process, teacher has important roles. They not only as the informer who gives a lot of information related to their lesson all the time but they also can be the controller, the director, the manager, the facilitator and the resource.

According to Brown (2000: 167-168), the role of teacher in teaching and learning process is very complex. First, the teacher is as controller. It means that teachers control every moment in the classroom. They determine what the students do, when they should speak, and what language form they should use. The teacher, in planning phase, project carefully how a technique will proceed, map out the initial input for the students, specify the direction to be given, and measure the timing of the technique. Second, the teacher' role is as the director. In this role, the teacher is like a conductor of an orchestra or the director of a drama. It is what the teacher should do to keep the process of teaching and learning in the classroom flowing smoothly and efficiently. Third, the teacher is as manager. As a manager, the teacher is someone who plans lessons, modules, and courses, and structures the larger, longer segment of classroom time and then allows the students to be creative within those parameters. Fourth, the teacher is a facilitator. He/she facilitates the process of learning, makes learning is easier for students by helping them to clear away roadblock, to find shortcut, to negotiate rough terrain. Finally, the teacher is as resource. The implication of resource role is the teacher is available for advice and counsel when the students seek it.

In line with Brown (2000: 167-168), Sparrt, Pulverness and Williams (2005: 145) show some roles that often used by the teacher. First, the teacher is a planner who prepares and thinks through the lesson in detail prepares and thinks through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class. Second, the teacher is an informer who gives learners detailed information about the language or about

an activity. Third, the teacher is a manager who organizes in the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behavior. Fourth, the teacher is a monitor who goes around the class during individual, pair and group work activities, checking learning. Fifth, the teacher is involver who makes sure all the students taking part in the activities. Sixth, the teacher is as parent/friend who comforts learners when they are upset or unhappy. Seventh, the teacher is a diagnostician who is able to recognize the cause of learners' difficulties. The last, the teacher is resource that can be used by the learner for help and advice.

Related to the roles of the teachers, the teacher needs to choose the roles which are appropriate to the age and the level of the learners, the stages of the lesson, and the purpose of the activity. The correct choice of appropriate roles will help the teaching and learning process run smoothly and make it effective (Spratt, Pulverness, Williams, 2005:146).

In the teaching and learning process, the teacher also has responsibility to manage the time. It is important for the teacher to plot realistic timings for the completion of teaching activities. Therefore, a good teacher should be able to manage the time in order to get the learning objectives.

Before entering the classroom, the teacher needs to plan what they want to do in the classroom because "The success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which the lesson was planned (Richards in Richard & Renandya, 2002: 30). In the lesson plan, the teacher

makes decisions about objectives, activities, resources, timing, grouping, and other aspects of the lesson.

Related to time management, it is very important for the teacher to make decision about time into a lesson plan. Brown (2001: 153) explains that relationship between the time and the lesson plan as follows:

Is the lesson appropriately timed, considering the number of minutes in the class hour? This is one of the most difficult aspects of lesson planning to control. It is not usual for new teachers to plan a lesson so tightly that they actually complete their lesson plan early, but after just a little experience it is more common that we do not complete our lesson within the planned time allotment. The latter is not a cardinal sin, for most likely it means you have given some time to students for genuine interaction and creative use of language. But timing is an element that you should build into a lesson plan: (i) if you planned lesson ends early, have some backup activities ready to insert; (ii) if your lesson is not completed as planned, be ready to gracefully end a class on time, on the next day, pick up where you left off.

Time management is very crucial in the teaching and learning process because through this matter, the teacher knows when he/she starts the lesson, ends the lesson, when he/she gives the students exercises, when she/he gives opportunities for the students to participate, etc., so that the teaching and learning process can run effectively and smoothly. Therefore, the teacher needs to set the time appropriately and he/she needs to make decisions about the time in a lesson plan.

Besides that, it is also important for the teacher to initiate and sustain motivation (Hammer, 2001: 52). In addition, he states that at the beginning of the lesson, it becomes teacher's responsibility to increase and direct student motivation.

It is important for the teacher to recognize the goal of teaching and learning process because motivation is closely bound up with a person's desire to

achieve a goal. For example, the teacher should state the learning objective when open the lesson and related to this the teacher should encourage the students to actively involve. It is very important for the teacher to state the goals and objectives explicitly because clear goals and objectives of a lesson will assist students in understanding how what happens in class is linked to their own language learning goals and to requirement of the curriculum (Feez, 1998: 53).

In addition, in the teaching and learning process, the teacher should also give detailed information about the learning activities and the purposes of learning activities to the students because by giving detailed information, it enable them to involve in the teaching and learning process.

...by providing learners with the detailed information about goals, objectives, and learning activities, learners may come to have a great appreciation and acceptance of the learning experience they are undertaking or about to undertake. It may be that learners have different goals from those of the teacher simply because they have not been informed in any meaningful way what the teacher's goals are. (Nunan, 1988 cited in Feez, 1998: 53)

Another way is the teacher creates relaxed and attractive atmosphere in the classroom. When the students walk into an attractive classroom, it may help them to get their motivation for the process going. Then, the teacher need to be careful about how he/she responds to the students, especially in the giving feedback and correction.

When responding to errors/mistake the teacher should be seen as providing feedback rather than telling the students off because they are wrong. According to Hammer (2001: 99), feedback encompasses not only correcting students' mistake, but also offering an assessment of how well they have done during a drill or after a longer language production exercise.

In addition, the purposes of feedback are to motivate the students and to help them understand what their problems are and how they can improve. Then, feedback can focus on students' language skills, the ideas in their work, their behavior, and their attitude to learning or their progress. Feedback should be positive (Spratt, Pulverness, & Williams, 2005: 157). Therefore, when giving feedback, the teacher should tell the students what is good, what they are doing well, what they need to do improve and how. It is useful to give the students feedback after assessment in addition to give them a score, it also to provide encouragement and guidance for how to improve.

Related to grouping the students in the teaching and learning process, the teacher usually organizes them to work in different ways during each lesson. The groupings that the teacher chooses depend on the type of activities, the students, and the aims of activities.

There are two kind ways proposed by Spratt, Pulverness & Willimas (2005: 148). The first is when the teacher chooses particular interaction patterns for the students. It is a way in which students work together and with the teacher in class. They include open class, group work, pair work and individual work, and the teacher to student (s) and student (s) to the teacher.

The second way in which the teacher groups the students is when she decides which the students will work together in pairs or group. The teacher considers the students' level, personalities, age or gender differences, culture, interest, and relations with others in the class before asking the students to work

together. The teacher needs to think which students will work together best in order to learn best.

When the students work in group, the teacher also has an important job. In this section, the teacher has roles as facilitator and resources (Brown, 2001: 189). To carry out these roles, the teacher needs to tread the fine line between inhibiting the group process and being a helper or guide. In the first few times, the teacher may need to let the students know that he/she will be available for help and there to keep them on task, but that they are to carry out the task on their own. It can be moments where the teacher does not circulate among the groups. In the rest time, it is the time for the teacher to circulate among the group so that he/she can get a sense of group's progress and of individual's language production. Therefore, when doing the group work, the teacher can not sit and grade papers, leave the room and take a break, spent a lot of time with one group, correct students' errors unless asked to do, assume dominating or disruptive role while monitoring groups (Brown, 2001: 189).

c. Media

In the teaching learning process, media plays a key role. According to Gerlach (1998:241) media play a key role in the design and use of systematic instruction. A medium, broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. In this sense, the teacher, the textbook, and the school environment are media. Media will be defined as the graphic, photographic, electronic, or

mechanical means for arresting, processing, and reconstituting visual or verbal information.

In addition to its role, Hammer (2001: 134) states that the use of media is to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. Therefore, the primary role of media is to facilitate teaching and learning process. It can be the bridge to explain the materials given.

d. Method

Method is one of the factors that affects the teaching and learning process. Therefore, the teacher should select method that suitable with the characteristics of learners, teachers, and materials. According to River (1987: 6), teachers should look for the most appropriate approach, material design, or set of procedures in a particular case so that the teachers need to be flexible with a repertoire of techniques they can employ as circumstance climate while keeping control interaction between the teacher and the students, a student and the teacher, and among the students.

e. Technique

The technique of the teaching reading commonly used is teaching/learning cycle proposed by Feez (1998). Feez (1998: 28-31) proposes the genre-based approach which implements the teaching/learning cycle. This cycle consists of five stages which the teachers and students go through so that the students gradually gain an independent control of a particular text-type.

Each stage is designed to achieve a different purpose within the cycle of teaching and learning. The purpose and focus of each stage is explained below:

1) Building Knowledge of the Field

At this stage, the teacher introduces the social context of the model of the text type being studied to the students. Then, the students can explore the features of general cultural context in which the text type is used and the social purpose the text type achieves. At last, they can explore the immediate context of a situation by investigating the register of a model text which has been selected on this basis of the course objective and students' needs.

This stage also can be said as the stage in which the teacher helps the students to activate their background knowledge. It also can be said as lead-in which focuses on motivating students and making a link between the topic of the lesson and the students' own lives (Spratt, Pulverness, Williams, 2005: 62). The activities included in this stage that will help the students to activate what they have before are presenting the context through pictures, audio-visual materials, realia, etc., establishing the social purpose through discussion, survey or presentation, and comparing the model texts with other texts of the same or contrasting type. When doing this stage, the teacher should promote interaction with students. Starting from this stage, the teacher ensures that the students also participate in the teaching and learning process.

In this stage, the teacher can have some discussion or presentation in the class. They can ask their students about anything related to the text being studied that they can encounter in the social context or in real life. For example, if in one

lesson, students are going to read a text about famous people, rather than giving them the text immediately, the teacher could do one or more lead-in activities such as asking the students who their idols are, why they like him/her, what he/she looks like, etc or the teacher may use media such as pictures, audio-visual material or realia to introduce the context.

2) Modelling and Deconstructing of the Text

At this stage, the teacher presents the materials and helps the students to investigate the structural pattern and language features of the model. Related to teaching of reading, in this stage, the teacher should follow the principle of teaching reading that the process of teaching reading should help the learners to develop the reading skills and knowledge needed for effective reading. The process of teaching reading should work on the microskills of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary, and grammar. Besides reading skills and language features, the learners should be given the reading strategies including previewing, predicting, posing questions, connecting to background knowledge, guessing meaning from context, etc. Therefore, in this stage, the teacher models how to develop reading microskills and how to use reading strategies.

In presenting materials, it is important for the teacher to encourage the students to participate actively as well because for every teaching and learning stage the teacher should involve the students. At this stage, to involve the students, the teacher can ask them to discuss together and ask them to practice the reading strategies that have been modeled by the teacher.

3) Joint Construction of the Text

At this stage, the students begin to contribute to the constructions of the whole examples of the text type and the teacher gradually reduces the contribution to the text construction. At this stage also the teacher can form the students in pairs or group so that the students can work together with their friends to accomplishing the tasks.

Related to teaching and learning process of reading, the activities in this stages including jigsaw and information gap activities, peer assessment activities, teacher questioning, discussing, etc. The example of the activities in this stage in a reading class is the teacher will give the students opportunities to understand the text given by conducting jigsaw reading. The teacher takes a recount and divides it into several sections and then the task of the students is to restore it to its proper order - to make sense of the text. Each student in group gets one section of the story. Students must then move around the class and by listening to each section read aloud, decide where in the story their section belongs. Then in group, students discuss the decisions of how to order the segments of the text. This activity can elicit a great deal of communicative interaction.

4) Independent Construction of the text

At this stage, the students work individually with the text and students' performances are used for achievement assessment. In reading class, the activities at this stage are comprehension activities including answering questions, sequencing pictures, checking true and false statements based on the text, summarizing story, etc.

5) Linking to related texts

At this stage, the students investigate how what they have learnt in this teaching/learning cycle can be related to other texts in the same or similar contexts and future or past cycles of teaching and learning. The activities include comparing the use of the text type across different fields, researching other text types used in the same fields, and researching how a key language feature used in this text type is used in other text types. For example, in a reading class, the students may compare two types of texts such as recount and narrative text. They can analyze how both texts can be different although they use the same grammar, the past tense, in the text.

Furthermore, there are some principles of that should be followed by the teacher in creating interactive reading techniques. Brown (2001: 313-316) presents the principles for designing interactive reading technique.

- 1) The teacher should use techniques which are intrinsically motivating in order to engage students to join the reading activities and make them enjoy reading.
- 2) When choosing the texts for reading, The teacher should fulfill the following criteria offered by Nuttal in Brown (2001: 314): (1) Suitability of content: from the material, students will find interesting, enjoyable, challenging, and appropriate for their goal in learning English (2) Exploitability: a text that facilitates the achievement of certain language and content goal, that is exploitable for instructional tasks and techniques, and that is integratable with other skills (listening, speaking, writing) (3) Readability: a text which lexical and structural difficulty that will challenge students without overwhelming

them. Therefore, when choosing the texts, the teacher consider to the balancing of authenticity and readability of the text.

- 3) The use of technique should promote the use of reading strategies that will be beneficial for the students in their reading learning because reading strategies help students in comprehending texts. They will be independent readers when they enable to employ reading strategies. Therefore, the techniques should develop reading strategies.
- 4) In designing a technique, it is important for the teacher provide the students to learn the fundamental of reading it self. Therefore, the reading techniques should include the bottom-up and top-down technique and the teacher should give enough classroom time to focusing on the building blocks of written language, geared appropriately for each level as well.
- 5) The techniques should follow the “SQ3R” that consists of five steps.
 - a) Survey: skim the text for an overview of main idea.
 - b) Question: ask questions about what the readers wish to get out of the text.
 - c) Read: read the text while looking at answers to the previously formulated questions.
 - d) Recite: Reprocess the salient points of the text through oral or written language.
 - e) Review: assess the importance of what one has read and incorporate it into long-term association.

- 6) The teacher should subdivide their techniques into three stages when they are going to teach reading. They are: pre-reading activities, during reading activities, and post-reading activities.
- 7) The teacher should assess students' comprehension and development of skills. They need to build in some evaluative aspects to the technique. Reading comprehension is totally unobservable. To observe the comprehension, it is needed to infer from other behaviors. The following behaviors can be the indicator of comprehension.
 - a) Doing-the reader respond physically to a command.
 - b) Choosing-the reader selects from alternative posed orally or in writing.
 - c) Transferring-the reader summarizes orally what is read.
 - d) Answering-the reader answer questions about the passages.
 - e) Condensing-the reader outlines or takes notes on a passage.
 - f) Extending-the reader provides an ending to a story.
 - g) Duplicating-the reader translates the messages into the native language or copies it (beginning level, for short passages only)
 - h) Modeling-the reader puts together a toy, for example, after reading directions for assembly.
 - i) Conversing-the reader engages in a conversation that indicates appropriate processing of information.

In addition, in selecting the suitable techniques, the teacher should know the characteristics of the learner. Brown (1987: 7) states that the teacher's understanding of the learners characteristics will determine the philosophy of

education, teaching style, approach, methods, and classroom techniques. Therefore, the teacher should be able to select the technique that is suitable with the characteristics of the students and the goals of teaching and learning of reading that are going to be achieved.

Besides selecting the reading techniques, the teacher also need to be aware of the reading activities in the class. Reading activities are essential in the reading teaching and learning process. There are some activities that usually do by the students in the class based on the time allocation and the class organization (Mikulecky, 1990: 31-32). The first is individual activities such as pleasure reading, rate building, developing bottom –up skills and vocabulary, and practicing with the materials. The second is pair and/or group work. The activity is reading skills exercises. The last is all-class activities. They are in forms of introductions to new skills, intensive reading, and rate building training.

In conclusion, by implementing appropriate reading techniques and creating reading activities including reading microskills and strategies, the teacher will help the students to read effectively and make the students easier to deal with various types of texts. Besides that, to improve student's active involvement in reading class, there are many things that the teacher should do in the teaching and learning process.

- 1) The teacher is not only as the informer but she also becomes the manager, the facilitator, the monitor, the resource, the involver, etc.
- 2) The teacher should provide instruction in a way that ensure the students are given comprehensible input.

- 3) The teacher should provide opportunities to increase verbal interaction in classroom activities.
- 4) The teacher should provide instruction that contextualizes language as much as possible.
- 5) The teacher should use teaching strategy and grouping technique that reduce the anxiety of the students as much as possible.
- 6) The teacher should provide activities in the classroom that offer opportunities for active involvement of the students.

5. Cooperative Learning

As mentioned earlier, the teaching of reading should fulfill some principles of teaching reading and the teacher should use appropriate techniques and create classroom activities which are able to involve the students in order to achieve the goals of teaching reading. One of the principles of the teaching of reading and it is also related to the techniques and activities are the teacher should provide techniques that help the students to develop their reading skills and reading strategies. Through implementing appropriate reading techniques and creating reading activities including reading microskills and strategies, the teacher will help the students to read effectively, make the students easier to deal with various types of texts and also create the teaching and learning process that run smoothly and effectively.

Those techniques and reading activities that are required to improve the quality of the teaching and learning process of reading can be found in the

cooperative learning. Therefore, in this section will be explained about the concept of cooperative learning, the components of Cooperative Learning, and the implementation of Cooperative Learning.

a. The Concept of Cooperative Learning

Cooperative Learning is a kind of teaching strategies that commonly used in the classroom. According to Brown (2001: 47), Cooperative Learning is one strategy that involves students to work together in pairs or groups, and they share information. They are a team whose player must work together in order to achieve goals successfully. Cooperative Learning in this context is possible to raise the achievement of all students in the learning activities. It also helps the teacher build positive relationship among students. Positive relationship can be one of the intrinsic motivations. It also helps teacher give the students experiences they need for social, psychological, and cognitive development.

In Cooperative Learning strategy, the teachers place students in small teams/groups. The teams/groups formed are heterogeneous-made up of high, average, and low achievers, boys and girls, and students of different ethnic groups (Slavin, 1995).

Cooperative learning is the instructional strategy of small groups in which students work together to maximize their own and each other's learning (Johnson and Johnson, 1999: 5 cited in Wang, 2007). In addition, Mandal (2009: 97) states Cooperative Learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to

improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Therefore, it can be concluded that Cooperative Learning is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who finish first are to help the slower students. However, in Cooperative Learning, students work through the assignment until all group members successfully understand and complete it.

Furthermore, Olsen and Kagan in Richard and Roger (2001: 192) define that Cooperative Learning is a group of systematic activity which depend on the information exchange between learners in group in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others. In other words, cooperative learning is a strategy which covers both individual and small group learning. In its process, the learning activities are designed to improve students' cooperation and independence in comprehending the materials. Moreover, students are trained to learn actively because they should involve in the learning activities. Therefore, cooperative learning is an instructional strategy that the teacher directly shows and models group work to the students. Then the students work together to reach the goal effectively.

Richard and Roger (2001: 194) indicate that the basic of Cooperative Language Learning is the learner develops communicative ability in a language by communicating in social or educational situation. It reflects that Cooperative Learning purposes a certain interactive structure that is optimal for learning the rules and practices in communicating with a new language. Cooperative Learning is also useful to develop learner's critical thinking skills, which are important in learning.

Moreover, Cooperative Learning essentially encourages students' involvement to learn from each other in group. In Cooperative Learning strategy, teacher teaches students collaborative or social skill so that they can work together more effectively (Larsen, 2000: 164).

In summary, Cooperative Learning is a kind of teaching strategy which maximizes students' involvement, participations, cooperative activities and the use of small group learning which is heterogeneous-made up of high, average, and low achievers, boys and girls, and the use a variety of learning activities to improve their understanding of a subject. It also promotes the students to take responsibility for their own and each other's learning. Besides that, it helps the teacher create a learning environment which engages both students' individual and group achievement and social skills.

b. The Elements of Cooperative Learning

Olsen and Kagan in Richard and Rogers (2001: 196) propose five key elements of successful group based learning in Cooperative Learning. The followings are the five basic elements of Cooperative Learning.

1) Positive Interdependence

The first requirement for an effectively structured Cooperative Learning environment is that students believe they “sink” or swim together. (Johnson, Johnson & Stanne, 2000 in Saovapa, 2003). Cooperation occurs only when students perceive that the success of one depends on the success of the other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group’s success. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

2) Face-to-Face Interaction

The second element of Cooperative Learning requires face-to-face interaction among students within which they promote each other’s learning and success. Johnson (2005 in Saovapa, 2003) suggests that it is necessary to maximize the opportunities for them to help, support, encourage, and praise each other. Such interaction helps to promote the following:

- a) orally explaining how to solve problems,
- b) teaching one’s knowledge to other,
- c) checking for understanding,

- d) discussing concepts being learned, and
- e) connecting present with past learning.

3) Group formation

There are some factors involved in setting up group include deciding the size of the group and assigning students to group. The tasks, the age of the learners, and the time limits for lesson are some factors which should be considered in deciding the size of the group. While in assigning students to group, it can be selected by a teacher, randomly selected or student-selected. Group members should think about how well they have cooperated as a team and how to enhance their future cooperation. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining student involvement in processing etc. To be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together.

4) Individual and Group Accountability

The third element leads to the belief "What students can do together today, they can do alone tomorrow." The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the groups. It also involves both group and individual performance. One of the examples is by assigning each student in a group to have certain

responsibility in finishing the project. Another example is by calling on a student at random to share with the whole class, with group members, or with another group.

5) Social skills

Students must be taught the social skills and be motivated to use them. Social skills which are needed for both teamwork and task work include leadership, decision-making, trust-building, communication, and conflict-management skills. (Johnson, Johnson, & Holubec, 1993 in Saovapa, 2003). The social skills determine the way students interact with each other as teammate, and the last are structuring and structures. Structuring and structure refer to the ways of organizing students' interaction during the learning activity. Those key elements should be well organized. In this case, the teacher plays important role in designing learning activities which cover all of the elements of cooperative learning in the classroom.

c. The Implementation of Cooperative Learning in the Classroom

The implementation of Cooperative Learning in the teaching and learning process of reading requires many preparations both theoretically and technically. Those preparations should be understood by the teacher and students as the main elements who involve directly in the classroom.

Brown (2000: 157) proposes seven rules in implementing a group technique in the cooperative learning. They are introducing the technique; designing the use of small group for technique; modeling the technique; giving

clear and detail instructions; dividing class into group; checking for explanation; and setting the task in action. These rules give clear description toward the things which must be organized before implementing a group technique. It is useful to create a cooperative group in the teaching and learning process.

There are many Cooperative Learning activities proposed by Johnson (2001). They are jigsaw, think-pair-share, three-step interview, round robin brainstorming, three-minute review, numbered head together, team pair solo, group investigation, and circle the sage. Each of the activities is explained as follow:

a. Jigsaw

In this type of Cooperative Learning, groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. It is used to help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original group reforms and students teach each other.

b. Think-pair share

This type of Cooperative Learning involves a three step cooperative structure. During the first step individuals think silently about a question posed by the teacher. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

c. Three-step interview

In this activity, the teacher stop any time during a lecture or discussion and give teams three minutes to review what has been learnt, ask questions or answer questions.

d. Round robin brainstorming

In this activity, the class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

e. Numbered head together

In this activity, a team of four is established. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

f. Team pair solo

In this activity, students do the problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to finish and succeed at the problems they face. This activity implies that students can do more things with help than they do alone.

g. Group investigation

This activity has two main steps of learning that are group discussion and group presentation. In group investigation, students work in small group to have group discussion, cooperative planning and project. Students form their four member groups. After getting the task, each group carries out the discussion to prepare group report. Then, they have to present their report to the entire class.

h. Circle the sage

In this activity, firstly, the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

In addition, Lie (2004: 55) proposes other activities of Cooperative Learning. They are make a match, send a problem, two stay two stray, and inside-outside circle.

a. Make a match

In this activity, the teacher prepares a set of cards. Each of the students will get a card. Then, they have to look for her/his friend whose card match his/her card based on the material they are learning.

b. Send a problem

In this activity, every group makes some questions, then, one of the group members sends the questions to the other groups. Each group answers the questions from the other groups. After that, the answers of each group are corrected by another group.

c. Two-stay-two-stray

Firstly, the students work in their group. Then, after they finish the task, two students of each group leave their group and visit the other two groups. Two students who stay in group have to share the information with their guests. The guests return to their own group and report their findings.

d. Inside-outside circle

In this activity, the students form two circles. Both circles have the same number of students so that each student is facing another student. The teacher announces a topic or a question, and the students discuss with the partner. Then both circles rotate, so that the students are paired with a new partner for the next questions.

Actually, those types of Cooperative Learning activities proposed by Johnson and Lie are useful to maximize students' involvement and participation during the teaching-learning process. Those activities can be implemented in the class but it can be flexible. The use of Cooperative Learning activities depends on

certain material or purpose of learning. Therefore, the teacher may select the best one to be implemented in the class depended on the material and the purpose of the learning.

B. Conceptual Framework

Teaching strategy is one of the most important elements that are affecting the teaching and learning process of reading. Teaching strategy refers to a plan of someone else's learning, and it encompasses the techniques which the teacher might use to deliver their lesson, the exercises and activities designed for students, materials which will be supplied for students to work with and ways in which the result of the students understanding will be collected. A teaching strategy means all of the activities and resources that a teacher plans in order to enable students to learn.

The application of an appropriate teaching strategy is very essential in determining the success of teaching and learning process. In reading, the appropriate teaching strategy can influence students' involvement even the quality of teaching and learning process of reading.

Based on the preliminary class observation in Class VIIIC of SMPN 1 Paliyan, the researcher found some problems related to teaching-learning process of reading. Those problems led to the poor quality of the teaching-learning process. The teaching and learning process of reading was dominated by the teacher. As a consensus, there was little interaction between the teacher and the students and among the students. Then, the classroom activities were monotonous

and did not encourage the students to actively involve in teaching and learning process. Consequently, the students were easy to get bored during the class activities and not enthusiastic and interested in reading class. Finally, such condition led them to being passive and tended to make noise during the teaching and learning process.

Seeing the facts that the students and the teacher need an appropriate teaching strategy in order to arouse students' active involvement in the teaching-learning process of reading, the researcher used Cooperative Learning as a strategy to improve the quality of the teaching-learning process of reading.

Cooperative Learning is designed to be implemented in English teaching-learning process including reading. The concept of Cooperative learning which gives priority to students' involvement and cooperation during the teaching and learning process gives benefits for them to improve their learning motivation, independence, and social skills. In a group, the students work together and have discussion in order to solve the problem. Therefore, through cooperative learning, the interaction between the teacher and the students and among the students can be improved too.

Cooperative Learning also helps the teacher to create enjoyable atmosphere which can maximize the effectiveness of teaching and learning process. In teaching and learning process of reading, Cooperative Learning can arouse students' involvement. It encourages the students to actively involve in classroom activities. It creates a learning atmosphere which is full of encouragement and positive relation among the group as well.

During the learning process, students are led to help each other in group. They also motivate and encourage each other to make a maximum effort in performing their tasks, so it can improve students' responsibility to do the best both for themselves and their group. They will have their own responsibility for the success of their group achievement and their own achievement. Finally, Cooperative Learning also encourages the use of reading strategies and helps the students to develop reading microskills. It hopefully improves the students' ability in comprehending the texts.

Hence, in reference to the explanation above and the strong desire of finding the solution of these problems, the researcher has motivation to do this research in improving the quality of the teaching-learning process of reading at the eighth grade of SMPN 1 Paliyan through the use of Cooperative Learning.

CHAPTER III

RESEARCH METHODS

A. Type of the Research

This research was action research because essentially it tried to solve the problems found in the teaching and learning process of reading based on the preliminary observations and interviews. It also tried to improve the quality of it. As Burns (1999: 30) states that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action in it, involving collaboration and co-operation of researchers, practitioners, and laymen. This research was action research in which it was collaborative in nature because the researcher collaborated with the English teacher to conduct the research. Besides collaborative, this action research was focused on the improving the quality of the teaching-learning process of reading. The researcher and the collaborator tried to improve the quality of teaching-learning process of reading by using Cooperative Learning strategy.

B. Setting of Research

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research and the last issue is the learning setting. Each part is discussed below.

1. Place of the Research

This research carried out at SMPN 1 Paliyan which is located in Paliyan, Gunung Kidul, Yogyakarta. The location is about 15 km and 20 minutes from Wonosari. Although it is located in the sub district, it is easy to reach this location. There are many public transportation pass this site. Physically, SMPN 1 Paliyan has nice classrooms, a library, a teacher' room, a headmaster's room, a guidance and counseling room (BK), an UKS room, a mosque, canteens, a multimedia room, a laboratory and garden.

2. Schedule of the Research

The researcher conducted the action research in the first semester of the academic year of 2010/2011. The research was conducted from August to September 2011. In conducting the actions, she followed the English schedule of class VIIIC of SMPN 1 Paliyan because she conducted the action research in this class. The schedules are on Tuesday at 07.15-08.35 am, Wednesday at 11.55-13.15 and Friday at 09.35-10.15 am.

The research was conducted from August to September 2011 for whole activities, including the first interview, the observation, and the action. It can be seen in the following table.

Table 2: The schedule of the Research

No	Schedule	Activities	Time
1	3 rd August 2011	The first interview with	40 minutes

		English teacher	
2	9 th August 2011	The observations	2x40 minutes
3	10 th August 2011	The observations	2x40 minutes
3	9 th September 2011	Cycle 1, the first meeting Descriptive Text: Tourist Attractions	1x40 minutes
5	13 th September 2011	Cycle 1, the second meeting Descriptive Text: Tourist Attractions	2x40 minutes
6	14 th September 2011	Cycle 1, the third meeting Descriptive Text: Tourist Attractions	2x40 minutes
7	16 th September 2011	Cycle 2, the first meeting. Notices	1x40 minutes
8	20 th September 2011	Cycle 2, the second meeting Notices	2x40 minutes
9	21 st September 2011	Cycle 2, the third meeting Notices	2x40 minutes

3. Learning Setting

The class target of this research was the class VIIC of SMP 1 Paliyan. The class has 31 students consisting of 16 female and 15 male students. The English teaching and learning process in this class is carried three times a week with five total class hours in the duration of forty minutes per class hour (5x40 minutes).

Based on the observations and interviews, the quality of the teaching and learning process of reading was poor. The English teacher

tended to dominant the teaching-learning process. As a result, the students of Class VIIC were not actively involved in the English teaching-learning process. They tended to be passive during the process. In accordance to that, the researcher considered that the class needed some improvements. She wanted to improve the quality of the teaching-learning process of reading by using cooperative learning strategies.

C. The Subjects of the Research

This research was conducted collaboratively by all research members. They were the students of VIIC, the English teacher, and the researcher herself. In collecting the data, the researcher was helped by her friend who is studying in English Education Department, UNY.

D. Data Collection Techniques

The data of the research were qualitative and it was supported by the quantitative data. The qualitative data were collected by conducting observations and interviews. Those data were aimed to describe the process and the changes after the actions. The qualitative data were collected in the form of opinions, preferences, and expectations of the research members. While quantitative data were collected in the forms of number and percentage. The use of quantitative data was to support the qualitative one. The following table presents the kinds of data, the data instruments and the data collection techniques used by the researcher to collect the data.

Table 3: **Data Collection Techniques**

No	Data	Instruments	Techniques
1	The teaching and learning process	<ul style="list-style-type: none"> - Observation guideline - Interview guideline 	<ul style="list-style-type: none"> - Observation - Interview - Discussions
2	The teacher's activities	<ul style="list-style-type: none"> - Observation guideline - Interview guideline 	<ul style="list-style-type: none"> - Observation - Interview - Discussion
3	The students' active involvement	<ul style="list-style-type: none"> - Observation guideline - Interview guideline 	<ul style="list-style-type: none"> - Observation - Interview - Discussion

1. Observation

The observation was conducted to know what happened in the classroom when the action was done. The result of the observation was used to get the information. In this case, the observation was reported in the form of field notes. The description was the implementation of using cooperative learning strategies to improve the teaching and learning process and students' active involvement. It was also to describe the way how the teacher delivered the lesson and taught reading.

2. Interview

The interviews were conducted to get the data from to the students and the teacher. It was conducted before, while, and after the implementation of the actions. In this research, the researcher developed some specific questions but she would allow for some flexibility according to how the

students and the teacher respond. It meant that the questions were planned, but if there were some unexpected responses from the teacher and the students, the researcher was allowed to get more details about that.

E. Data Analysis Technique

In analyzing the data, the researcher used the model of qualitative data analysis from Miles & Huberman (1994: 26). The researcher did several steps: data reduction, data display and conclusion drawing/verification. Firstly, the researcher looked up the findings as genuine data such as interview transcripts and field notes. In this step, the researcher collected all the data such as interview transcripts and field note. The second step was reducing the data. This refers to the process whereby the mass of qualitative data the researcher obtained – interview transcripts, and field notes – is reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on, and determining the focus. The third step was displaying the data. In this step, the researcher displayed the data in the form of tables and charts in order to help her to draw the conclusion. The next step was drawing conclusion/verification. In this step, the researcher developed conclusions regarding her study. These initial conclusions then be verified, that is their validity examined through reference to your existing field notes or further data collection.

While the quantitative data, the steps were observing the students, calculating how many students who actively involve in each cycle and presenting

the data in the form of percentage. The way to calculate the quantitative data is presented in the following formula.

$$x = \frac{n}{N} \times 100\%$$

Note:

x: the percentage of the students who actively involve in the teaching and learning process in the classroom.

n: the number of the students who actively involve in the teaching and learning process in the classroom

N: the number of the students in the classroom

F. Validity and Reliability of the Data

Burns (1999: 161-162) proposes five criteria of validity. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In this research, to get the democratic validity the researcher did a collaboration with the English teacher, the students, and the observer as the data resources who have a right to give their opinion, ideas, criticism and suggestion about the implementation of the actions. Their opinions, ideas, criticism and suggestion were used to improve the next actions.

The outcome validity in this research was obtained by looking at the result of the actions which have been done. The researcher and the collaborators analyzed the success and the failure of the actions. The research could be said to

be successful if there were some improvement in the teaching and learning process and the indicators of the research success were fulfilled.

The process validity was obtained by doing a triangulation technique that is gathering accounts of a teaching situation from three quite different points of view. They are the teacher, the students, and the observer. This was done to avoid the bias that may happen.

The catalytic validity was related to the changes occurred toward the teachers and the students. In this research, the researcher observed the teacher and the students to know whether there were some changes or not and she asked the teacher and the students about their responses to the changes occurring to themselves.

To get the last criteria of validity, the dialogic validity, the researcher did reflection with the teacher and the students in order to get suggestions to improve the next action.

To test the trustworthiness of the data and to encourage ongoing reflections on them as part of the process of data analysis, the researcher used triangulations proposed by Burns (1999:163) as follows.

1) Time triangulation

The data are collected at different point in time or over a period of time to get sense of what are involved in the process of the changes. In this research, the researcher collected the data before, during, and after the implementation of the actions. The researcher collected data by observing the teaching and

learning process and interviewed the students and the teacher before, during, and after the implementation of the actions.

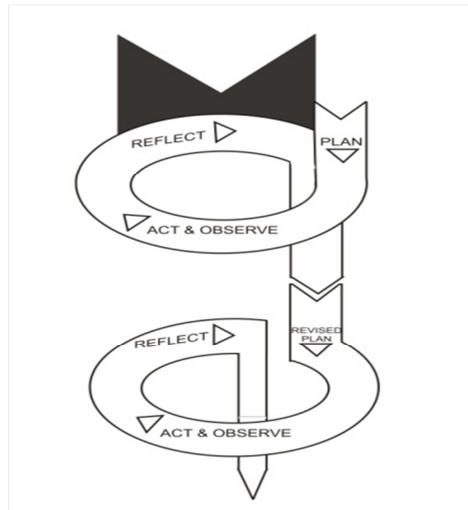
2) Investigator triangulation

More than one observer is involved in the same research setting to avoid observer bias and to provide checks on the reliability of the observation. In this research, the researcher asked one of her friend to be the observer in her research.

Furthermore, the researcher also used method triangulation in which the researcher used different kind of data collection techniques - interview and observation. Therefore, to fulfill the reliability, the researcher involved more than one source of data, namely the researcher, the English teacher and the students of VIII C class. The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcripts, some expert's theories and other observer's notes that were related to the data such as notes of the students' involvement during process. She took field notes of what she did in the class and kept the supporting documents such as lesson plan, the students' work and some checklist of what she wanted to do in the class. After that, she interviewed the students to know what they felt during the class activities. She also interviewed the teacher to get some comments, perceptions and suggestion about the action. She also got together with the observer and asked for her observations.

G. The Procedure of the Research

This research procedure used was based on the model of Action researcher proposed by Kemmis&Taggart (2000:595)



Action Research model

Kemmis and Mc Taggart (2000:595)

The model of Action Research proposed by Kemmis& Mc Taggart involves a spiral of self reflective cycles of:

- Planning a change
- Acting and observing the process and consequences of the change
- Reflecting on these processes and consequences and then replanning.
- Acting and Observing
- Reflecting
- And so on.

The elaboration of each stage in this research is as follows:

1. Planning for Action

Before conducting the research, the researcher conducted observation in the classroom and interview in order to get information and description of the teaching and learning process of reading. In reference to the data of observations and interviews, the researcher and the English teacher identified the existing problem related to the teaching and learning process of reading and selected the most feasible problems which possible to be solved.

After identifying the problem, the researcher and the English teacher made some plans of actions which were appropriate to be implemented both in the first and the next cycle. The planning for the first cycle includes:

1) Selecting the materials based on the basic standard and competency standard for grade VIII semester 1

In selecting the materials, the researcher discussed it together with the teacher. Based on the discussion, finally the researcher and the teacher agreed to teach “Descriptive text” in the cycle 1 and the topic selected was “Tourist Attraction”. The material was taken from BSE (*Buku Sekolah Elektronik*) with some modifications for the activities.

2) Making the media

Based on the materials also, the researcher made some media that would use in the research. Because the material was Descriptive text, the researcher looked for some pictures that would support the teaching and learning process. The researcher collected some pictures of many interesting tourist resorts around the world. For example: Prambanan Temple, Eiffel tower, Pisa Tower, Kuta Beach, etc.

3) Selecting cooperative learning activities that would be implemented

After selecting the material, the researcher looked for some cooperative learning activities that might be appropriate with the material, the learning objective, and could solve the problems occurred in the teaching and learning process of reading. First of all, the researcher determined how to form the group. Then, the researcher selected cooperative learning activities that were suitable to be implemented based on the materials, the learning objective, and the goal of research. Finally, the researcher selected three activities. These activities were Round Robin Brainstorming, Numbered Head Together, and Make a Match.

4) Selecting the teaching technique

Based on the current approach in the teaching and learning process of English, the researcher used Genre-Based technique.

5) Making the lesson plan

After selecting the appropriate activities, the researcher made a lesson plan. It was about all what the teacher had to do in the teaching and learning process.

6) Preparing research instruments

Before conducting the actions, the researcher also made the research instruments including observation guideline and the interview guideline for the teacher and the students.

2. Action and Observation

After planning the actions, the English teacher and the researcher carried out the actions in the classroom. During the implementation of the actions, the English teacher became the teacher and the researcher became the observer who observed the teaching and learning process of reading in order to know the success of the actions to improve the quality of the teaching and learning process of reading including the improvement of the students' active involvement. Besides that, it also was to know the problems occurred during the implementation of the actions.

3. Reflection

The reflection was done every time after each cycle of action was completed. The reflection was done by the teacher and the researcher.

From the reflection the researcher found out that there were some plans which were successful and unsuccessful. The researcher can be said successful if all the students or 75% of the students were actively involved in the teaching and learning process. There were four indicators that had been determined to show active involvement.

- 1) The students participate in class and group discussion.
- 2) The students interact in class and group discussion.
- 3) The students cooperate in group.
- 4) The students are responsible in doing the tasks.

On the other hand, if there were some plans which were unsuccessful, so the researcher tried to find another action or modify the actions in order to be successful in the next.

4. Replanning

After conducting the first cycle and reflecting the result, some ideas as what to do next began to be clear. Then, the researcher and the English teacher developed new plans and actions to be implemented in the next cycle, so that the changes could be noted systematically over periods of time.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the study that are divided into two sections and the discussion of the findings. The first section of the findings presents the research procedure and the second section presents the findings of Cycle 1 and 2. The discussion presents those findings that are related to the theories.

A. Findings of the Study

1. The Procedure of the Research

This research was classroom action research. The purpose of the research was to improve the quality of the teaching and learning process of reading at the eight grade students of SMP 1 Paliyan. The researcher focused on employing cooperative learning strategy to improve the quality of the teaching and learning process of reading.

In conducting the research, the researcher did some steps. The steps of the research were reconnaissance, planning, action and observation, and reflection to improve the quality of the teaching and learning process of reading.

The first step before conducting the research was reconnaissance. It was identification the problems occurred by conducting observations and interviews. In this step, the researcher observed and identified the problems occurred in the teaching and learning process of reading. The next step was planning. After the problems had been identified, the researcher designed actions that were feasible to be implemented in the field. The actions designed in this research were applying

the cooperative learning activities in the teaching and learning process of reading. The third step was action and observation. In this step, the researcher implemented the actions that had been made. After that, the researcher observed and evaluated the data whether cooperative learning activities were effective to improve the quality of the teaching and learning process of reading or not. The last step was reflection. In the reflection step, the English teacher (ET), the students, and the researcher as the collaborator identified the effective and ineffective actions so that the researcher could design the better plans for the next cycle. Every step conducted in this research is explained more as follow:

a. Reconnaissance

To Identify the problems occurred in the English teaching and learning process of the eighth grade students at SMP Negeri 1 Paliyan, the researcher did interviews and observations. Firstly, she conducted interview with the English teacher to know the problems occurred in the English teaching and learning process in the school from the teacher's perspective. From the interview, the researcher knew that reading became the focus of English teaching and learning in the school and there were many problems occurred in the teaching and learning process of reading. Therefore, to know the real condition, the researcher did some observations in the eighth grade classes.

Based on the result of the interview with the teacher and the observations, the researcher decided to use the students of VIII C to be the subject of the research because this class had many problems related to the teaching and learning process of reading compared with the other eighth grade classes in SMP

Paliyan. The situation of teaching and learning process of reading in VIIIC class can be seen in the following Vignette 1.

Date : August 9th, 2011

Place : Class VIIIC of SMP N 1 Paliyan

Time : 07.30-08.30

The class was so noisy when the teacher came. The teacher asked the researcher and her friend to come in and ask them to sit at the back. The teacher greeted the students, "Good morning." The students answered, "Good morning." The teacher did not ask the students' condition but directly introduced the researcher and her friends to the students. She also explained the reason why the researcher and her friend came to the class. She said that in that day the researcher would conduct observation for her research in this class for several days in the class.

After introducing and explaining the reason why the researcher came to the class, the teacher asked the students to open the LKS page 10. There was a descriptive text of animal. Then, the teacher read the text. After she finished her reading, she asked a student to read the text. **While she read the text, there were 7 students who sitting behind did not pay attention. They tended to made noise. They talked with their friends, played their pencil and put their head on the table. When the teacher warned them, they kept silent for a while but after several minutes they were back to do the same activities.** After reading the text, the teacher wrote ten words found in the text and asked the students to find out the meaning from dictionary. All of the students tried to find the meaning from dictionary. For them who did not bring the dictionary, they worked together with their friends who brought the dictionary. **However, there were some students who did not look for the meaning from the dictionary. They just wrote their friends' answers on their books.**

After the students finished their work, the teacher discussed the meaning of the words with the students. She asked the students to write the answers on the whiteboard. However, **there were only 4 students who wrote their answers on the whiteboard voluntary and 6 students wrote their answers because the teacher pointed them to write on the blackboard.** Based on the students' answers, there were two meaning of words which were not related to the context. It seemed that the students who answered only put the meaning from dictionary without looking at the text. **The teacher did not explained more but she just corrected it.** After finding the meaning of the words, the teacher asked the students to do the task based on the text in their book. There were five questions. **In doing the task, the condition of the classroom was very noisy. There were only few female students who were serious to do the task.** The other students did the task while talking with their friends. The teacher gave ten minutes to do the task. Then, the teacher offered students to answer the first question but there was no one who willing to answer but then 1 student raised her hand and answered the questions. **From 31 students, there were 4 students who answered voluntary and 1 student who answered because the teacher pointed him. There were also 4 students who asked questions to the teacher.**

The class was over at 08.30. Then the teacher gave homework to the students. The homework was taken from LKS. When the teacher gave the homework, the condition was so noise that the teacher warned the students. After explaining the homework, the teacher closed the class and left it.

From the vignette 1, it can be seen that the teaching and learning process did not run very well. Students' active involvement was very low. There were

only eight students (25.81%) who were active during the teaching and learning process. There were four students who asked questions to the teacher when they did not understand and four students who answered questions voluntary without waiting the teacher pointed them. There were 23 students (74.19%) who were passive. Seven of them tended to make noise during the teaching and learning process.

After conducting the observations, the researcher also conducted interviews with some students. From the interviews, it could be concluded that most of the students did not like reading English text because they did not know the meaning of certain words. It is proven in the quotation of interview transcripts below.

Tuesday, 9th August 2011

R: Reseacher, S: Student

- R : *"Tadi kok waktu pelajaran Bahasa Inggris kok rame?"*
 ("Why were you noisy when you had English lesson.")
- S : *"Bosen mbak. Jadi ya tak tinggal ngobrol sama teman."*
 ("I got bored Miss. So I talked with my friends.")
- R : *"Emang ga suka Bahasa Inggris ya?"*
 ("Do you hate English?")
- S : *"Ya"*
 ("Yes, I do.")
- R : *"Kenapa?"*
 ("Why?")
- S : *"Ga tahu artinya mbak."*
 ("I didn't understand the meaning Miss.")
- R : *"Lo ga tahu kok ga nanya ma Ibu guru?"*
 ("Why you didn't ask the teacher?")
- S : *"Malu Mbak."*
 ("I was shy Miss.")
- R : *"Kenapa?"*
 ("Why?")
- S : *"Takut diketawain teman-teman."*
 ("I was shy if my friends laughed at me.")

Tuesday, 9th August 2011

R: Reseacher, S: Student

- R* : “Tadi waktu ditanya sama Ibu guru kok diam dik?”
 (“**Why were you silent** when the teacher asked you?”)
S :” Takut salah mbak soalnya ga tahu jawabnya.”
 (“**I was afraid of being mistake** Miss because **I did not know the answer.**”)
R :” Kenapa ga tahu?”
 (“Why you did not know?”)
S : “Teksnya sulit. Ga tahu artinya mbak.”
 (“**The text was difficult. I did not understand.**”)

Tuesday, 9th August 2011

R: Reseacher, S: Student

- R* :”Emang yang tidak disukai yang apa? Mendengarkan, berbicara, membaca teks atau menulis?”
 (“What skills do you dislike? Listening, Speaking, Reading texts or writing?”)
S :” Mengartikan sama membaca teks itu ga suka.”
 (“**I don’t like reading if I have to find out the meaning and read the texts.**”)
R : “Kenapa?”
 (“Why?”)
S : “Sulit mbak. Saya ga bisa.”
 (“**It is difficult. I can’t.**”)
R : “Lo ga bisa kok ga tanya ma Ibu guru?”
 (“Why you didn’t ask your teacher?”)
S : “Malu mbak.”
 (“**I am shy** Miss.”)
R : “Kok malu?”
 (“Why?”)
S : “Ya malu aja.”
 (“I am so shy.”)
R :” Lo disuruh maju gitu mau ga?”
 (“If your teacher ask you to come in front of the class, will you?”)
S : “Ditunjuk dulu baru mau.”
 (“If the teacher asks me, I will”)
R : “Lo ga ditunjuk?”
 (“Will you come in front of the class if she did not ask you?”)
S : “Ya ga maju”
 (“No, I will not.”)

Based on the results of observations in the classroom and the interview, the research members identified the problems related to the teaching and learning process of reading in SMP Negeri 1 Paliyan. The problems are presented in the following table.

Table 4 : Field Problems Concerning the Teaching and Learning Process of Reading at the VIIIC Students of SMP Negeri 1 Paliyan

No	Field Problems	Code
1	The students were not ready to study when the teacher came to the class.	S
2	Some students did not like English.	S
3	Some students made noise during the teaching and learning process	S
4	Some students tended to talk with their friends during the teaching and learning process	S
5	Some students did not pay attention when the teacher was explaining the materials.	S
6	The interaction was low.	TL
7	Most of the students did not actively involve in the activities	S
8	Most of the students did not enjoy the reading activities.	S
9	Most of the student felt bored in the teaching and learning process.	S
10	Some students had low motivation in the teaching and learning process.	S
11	Some students had difficulties in comprehending English texts.	S
12	The teacher could not create interesting reading activities.	T
13	The teacher found difficulty in controlling the students.	T
14	The teacher did not explain the reading skills and strategies.	T
15	The activities in the teaching and learning process lacked of variations.	T
16	The teacher used monotonous reading activities.	T

Note :

S : Students

T : Teacher

TL : Teaching-Learning process

The first category was related to the students (code S), including what the students felt and did during the teaching and learning process of reading. The

second one was about the teacher (code T). It is concerned with how the teacher treated the students and conducted the teaching and learning process. The third one was about the teaching and learning process. It is concerned with how the teaching and learning process run.

After the field problems were identified, weighing the problems based on the urgency level was done. The researcher weighed the field problems by holding discussion with the English teacher. It was done to find her opinions in categorizing the problems identified.

There were 16 problems based on the result of the observation and interview. The most urgent problems were taken because the problems were very important to solve soon. The most urgent problems are presented in the table below.

Table 5 : The Most Urgent Problems Concerning the Teaching and Learning Process of Reading at the VIIIIC Students of SMP N 1 Paliyan.

No	Field Problems	Code
1	The students tended to talk with their friend during the teaching and learning process.	S
2	Some students did not pay attention when the teacher was explaining the materials.	S
3	The interaction was low.	TL
4	Most of the students did not actively involve in the activities	S
5	Some students had low motivation in the teaching and learning process	S
6	Most of the students felt bored in the teaching and learning process.	S
7	The teacher did not explain the reading skills and strategies.	T
8	Some students had difficulties in comprehending English texts.	S
9	The activities in the teaching and learning process lacked of variations.	T
10	The teacher used monotonous reading activities.	T

Note :

S : Students

T : Teacher

TL : Teaching and learning process

After weighing the field problems based on urgency level, then the researcher held discussion with the English teacher to determine the most important problems to be solved. By considering the time, funds, and energy, they selected the most important problems in the teaching and learning process of reading that were feasible to be solved. The following table displays those problems.

Table 6 : The Most Feasible Problems to be Solved Concerning the Teaching and Learning Process of Reading at the VIIC Students of SMP N 1 Paliyan.

No	Field Problems	Code
1	The interaction was low.	S
2	Most of the students felt bored in the teaching and learning process.	S
3	Some students had difficulties in comprehending English texts.	S
4	Most of the students did not actively involve in the activities	S
5	The teacher used monotonous reading activities.	T

The next step after determining the most feasible problems to be solved, the researcher analyzed the objective analysis by having discussion with the English teacher. The researcher and the English teacher formulated the final objectives of the five solvable and the urgent problems. The alternative causes of every problem were tried to be found by considering the possible factors. Those factors were the English teacher, students, and activities. Finally, the possible factors of the alternative causes which appeared were analyzed more deeply by

the researcher and the English teacher. The following table shows the results of the analysis.

Table 7: Main Causes of the Problems

No	Problems	Main Causes
1.	The interaction was low	The teacher tended to talk all the time rather than give opportunities for the students to give their opinions or share their ideas. The students seldom worked in pairs/group. They had little opportunities to interact in the class even to give and share their opinion and ideas. Some students felt afraid of and shy to ask or answer the teacher's questions.
2.	Most of the students felt bored in the teaching and learning process.	There was a lack variation of activities in the reading class.
3.	Some students had difficulties in comprehending English texts	They had insufficiency of English vocabulary. The teacher did not teach them some reading strategies.
4.	Most of the students did not actively involve in the activities	The activities in the reading class did not encourage them to be actively involved. The reading activities are same in every meeting. There were a few opportunities for them to get involved in the lesson.
5.	The teacher used monotonous reading activities	The teacher could not create interesting and various activities for reading class because she just followed the textbooks and LKS.

After identifying the most important problems that needed to be solved soon, the researcher and the English teacher tried to look for the action that could overcome the field problems. The English teacher asked the researcher to think of some actions as the effort to solve the problems. The teacher also gave the considerations toward the actions which were recommended by the researcher.

The researcher and the English teacher discussed the action that could improve the quality of the teaching and learning process of reading. They chose some actions as the effort to overcome the field problems. The researcher and the teacher agreed to do something to improve the situation in order that the students could enjoy and became actively involved in the teaching and learning process of reading.

Finally, the researcher and the English teacher decided to apply Cooperative Learning strategies in order to improve the quality of the teaching and learning process of reading. The reasons of choosing this strategy were first, this strategy was the best one to solve the problem related to students' involvement because the main concept of this strategy is that building and supporting enjoyable classroom environment by engaging students to be actively involved in groups when doing class activities, giving a lot of opportunities to interact each other and maximizing the roles of the teacher. Second, the selection of the activities of cooperative learning was based on the material that would be taught and the learning objective that would be reached. This strategy was appropriate with the topic of the lesson and the learning objective.

After having discussion with the English teacher, the researcher determined some actions concern to the students' active involvement. In determining the actions, the researcher used the Genre-Based technique; they were *Building Knowledge of the Field*, *Modelling and deconstruction of the Text*, *Joint Construction of the Text*, *Independent Construction of the Text*, and *Linking Related Texts*.

Pair work and group work was also employed by the researcher to solve the problems related to the students. By having pair work and group work in the teaching and learning process, there would be a lot of opportunities for the students to interact with their friends, help each other in accomplish the tasks and they would be challenged to do the activities. The teacher could also bring the students into a better understanding in learning English.

The researcher would also apply some cooperative learning activities such as Round Robin Brainstorming, Numbered Head Together, and Make a Match. Those activities would be able to attract the students' attention and encouraged them to participate actively in the teaching and learning process.

b. The Implementation of the Actions

1) The Report of Cycle 1

(a) Planning 1

After the researcher and the English teacher formulated the field problems and the actions to solve the problems, they made some plans to be implemented in the first cycle. Based on the actions that had been determined, they hoped that Cycle 1 could change the English teaching learning into the following condition.

- 1) The interaction between the teacher and the students and among the students could be improved
- 2) The student could not be bored during the teaching and learning process.
- 3) The classroom activities in the reading class could be varied.

- 4) The students could be actively involved in class activities.
- 5) The students could improve their English vocabulary.

To achieve the expected situation, the researcher and the teacher planned to implement some actions in Cycle 1. They were:

1. Selecting the materials based on the basic standard and competency standard for grade VIII semester 1

In selecting the materials, the researcher discussed it together with the teacher. Based on the discussion, finally the researcher and the teacher agreed to teach “Descriptive text” in the cycle 1 and the topic selected was “Tourist Attraction”.

2. Making the media

Based on the materials also, the researcher made some media that would use in the research. Because the material was Descriptive text, the researcher looked for some pictures that would support the teaching and learning process. The researcher collected some pictures of many interesting tourist resorts around the world such as Prambanan Temple, Eifel tower, Pisa Tower, Kuta Beach, etc.

3. Selecting Cooperative Learning activities that would be implemented

After selecting the material, the researcher and the teacher discussed together to look for some cooperative learning activities that might be appropriate with the material, the learning objective, and could solve the problems occurred in the teaching and learning process of reading. First of all, the researcher and the teacher determined how to form the group. Then, they selected three cooperative

learning activities that were suitable to be implemented based on the materials, the learning objective, and the goal of research. These activities were Round Robin Brainstorming, Numbered Head Together, and Make a Match. Each activity was described as follows:

a) Making Groups

By making group work, it was hoped that the students would interact and cooperate with other students. So that, it would make the students active during the teaching and learning process and they could do the reading tasks easily. In the Cycle 1, the group was selected based on the principal of cooperative learning. The researcher and the teacher selected eight students who have good ranks in the grade seven. They would be the leader for each group. Then, the other students counted from 1 to 8. The students, who get same number, were in the same group. Finally, there were 8 groups in the class. Because of the number of the students in the class were 31 students, so there were 7 groups consisting of 4 students and one group consisting of 3 students. The group work was used in every activity during the Cycle 1 except when the students did the individual task. In every activity, the researcher asked the students to use co-card in order to make easy when the researcher observed their activities during the teaching and learning process.

b) Applying Round Robin Brainstorming

This activity was one of ways to create various activities in the reading class. It would help the students to explore the ideas they had in. It encouraged them to share their ideas to their friends in group. Therefore, related to the reading

comprehension, it was hoped to help the students to activate their background knowledge and memorize as many as vocabulary they had. This activity was aimed to improve students' vocabulary. Through this action, the students shared what they know to their groups. The rule of this activity was firstly, the teacher gave the time for think the answer. After the "think time," the groups' members shared responses with one another round robin style. The leader of the group started to write the idea in the worksheet. The person next to the leader started and each person in the group in order gave an answer until time is called. Related to students' active involvement, it was hoped to motivate the students to be active in the English teaching and learning process and to make them did not easily felt bored during the teaching and learning process.

c) Applying Numbered Heads Together (NHT)

This activity was hoped to stimulate the students to be active in the teaching and learning process. Through this activity, the students would discuss together with their friends in group to answer question given by the teacher. Each of them would have a number 1 up to 4. To check the answer, the teacher called a number from 1 to 4. The student whose number was called is responsible to answer the question. This activity made them ready to answer question when the teacher asked to them. Related to reading comprehension, it was hoped to help them to find the detail information quickly because NHT had its own rule in which every part in this activity was limited by the time. First, groups' members would have their own number 1 up to 4. Then, each group would be given a text. They would have time to understand the text. After

several minutes, the teacher would stop them and started to give question. The teacher called the number 1 up to 4. Then, the student whose number called was responsible to answer. He or she would be given time to answer. If the time was up, the other students from other groups could answer the question.

d) Applying Make a Match

The last activity was applying Cooperative Learning activity type Make a Match. It was a kind of games in which the students tried to match between the pictures they had to the correct descriptions about the picture. Related to reading comprehension, this activity was hoped to help the students to activate their background knowledge that would help them easy to comprehend the text by looking at the pictures, to train them reading strategies such as scanning because it was a competitive game which was limited by the time. Related to students' active involvement, this activity was hoped to encourage students' participation, cooperation, and responsibility in group.

All of the activity above were planned to solve the important problems that occurred in the teaching and learning process of reading in VIIIC. The problem occurred and the solutions for each problem are summarized in the following table.

Table 8: The Problems Occurred and the Solutions

No	Problems	Solutions
1.	The interaction was low.	Making group work to improve the interaction between the teacher and the students and among the students.
2.	Most of the students felt bored in the teaching and learning process.	Applying various Cooperative Learning activities in the teaching

		and learning process including Round Table Brainstorming, NHT, and Make a Match game.
3.	Some students had difficulties in comprehending English texts.	<ul style="list-style-type: none"> ▪ Training the students to use reading strategies (Prediction, Scanning and Skimming). ▪ Applying Cooperative Learning activity type Round Robin Brainstorming to increase students' vocabulary. ▪ Applying Cooperative Learning activity type NHT to check students' comprehension by stimulating them to use reading strategies (Scanning and Skimming). ▪ Applying Cooperative Learning activity type Make a Match to help the students activate their background knowledge, associate what they know to comprehend the texts and to check their comprehension.
4.	Most of the students did not actively involve in the activities	Involving students in various cooperative learning activities including Round Robin Brainstorming, NHT, and Make a Match game.
5.	The teacher used monotonous reading activities	Applying various activities including several types of Cooperative Learning activities such as Round Robin Brainstorming, NHT and Make a Match game in teaching and learning process of reading

4. Selecting the teaching technique

Based on the current approach in the teaching and learning process of English, finally the researcher used Genre-Based technique. Genre-based technique consisted of five stages.

In first stage, the teacher introduced the social context of the text model. The teacher also activated the students' background knowledge. The activities included in this stage that would help the students to activate what they have before were presenting the context through pictures, establishing the social purpose through discussion, asking and answering questions related to the topic.

In second stage, the teacher presented the materials and helped the students to investigate the structural pattern and language features of the model. Related to teaching of reading, in this stage, the teacher helped the learners to develop the reading skills and strategies needed for effective reading.

The next stage was the students began to contribute to the constructions of the whole examples of the text type and the teacher gradually reduced the contribution to the text construction. At this stage also the teacher formed the students in group so that the students could work together with their friends to accomplishing the tasks. Related to teaching and learning process of reading, the activities in this stage included Round Table Brainstorming, Numbered Head Together, and Make a Match game.

Then, the students worked individually with the text and students' performances are used for achievement assessment. In reading class, the activities

at this stage were comprehension activities including answering questions, checking true and false statements based on the text, and matching pictures.

In the last stage, the students investigated how what they have learnt in this teaching/learning cycle could be related to other texts in the same or similar contexts.

5. Making lesson plan

After selecting the appropriate activities, the researcher made a lesson plan. It was about all what the teacher had to in the teaching and learning process. The scenario of the teaching and learning process in cycle 1 can be seen in the following table.

Table 9: The Scenario of the teaching and learning process in cycle 1

Teacher' Activities	Student' Activities
Opening Activity: <ol style="list-style-type: none"> 1) The teacher greets the students 2) The teacher leads the prayer 3) The teacher checks students' attendance 	Opening Activity: <ol style="list-style-type: none"> 1) The students greet the teacher 2) The students pray 3) The students confirm their presents.
Main Activity: BKOF The teacher asks some questions related to the topic such as "Do you know this place? Have you ever visited this place? Where is it located?	Main Activity: BKOF The students answer teacher's questions.

<p>MOT</p> <ol style="list-style-type: none"> 1) The teacher gives an example of descriptive text to the students and asks the students to read first the text 2) The teacher check the students whether they can understand the text or not by asking questions related to the text. 3) The teacher gives explanation about the descriptive text. In this stage, the teacher teaches how to do scanning and skimming. 4) The teacher asks the students to find the topic of the text, specific information, and the detailed information of the text by answering the questions from the text. 	<p>MOT</p> <ol style="list-style-type: none"> 1) The students read the text. 2) The students answer the teacher's questions 3) The students listen to the teacher's explanation and practice how to scan and skim. 4) The students answer the comprehension question
<p>JCOT</p> <ol style="list-style-type: none"> 1) The teacher form Cooperative Learning Groups 2) The teacher conducts Round Robin Brainstorming activity in which the students list some vocabulary related to the picture. 3) The teacher conducts Numbered Heads Together activity in which each student in group will have their own number start from 1 until 4. To check students' answers, the teacher will check the group's work by calling out the student based on their number (1,2,3 or 4). 4) The teacher conducts Make a Match game in which the students have to match the correct pictures to the correct descriptions. 	<p>JCOT</p> <ol style="list-style-type: none"> 1) The students place themselves into their groups. 2) The students do the Round Robin Brainstorming by listing some vocabulary based on the picture. 3) The students do the tasks in Numbered Head Together activity. 4) The students match the correct pictures to the correct descriptions.
<p>ICOT</p> <ol style="list-style-type: none"> 1) Teacher gives a descriptive text for each student. 2) The teacher asks the students to answer the questions individually to find the 	<p>ICOT</p> <ol style="list-style-type: none"> 1) The students read and comprehend the text. 2) The students answer the reading comprehension questions

specific information and detailed information of the text and to identify True/ False statements.	individually.
Linking to related texts The teacher asks the students to find the similar text from magazines, newspapers or any sources.	Linking to related texts The students find the similar text from magazines, newspaper or any sources.
Closing Activity: 1) The teacher and students make conclusion from the material given today. 2) The teacher gives feedback from today's discussion. 3) The teacher leads the closing prayer.	Closing Activity: 1) The students make conclusion from the material given today. 2) The students get feedback from the teacher. 3) The students pray.

6. Preparing research instruments

Before conducting the actions, the researcher also made the research instruments including observation guideline for the teacher and the students and also the interview guideline.

(b) Actions and Observations in Cycle 1

The actions were carried out three times on September 9th, September 13th, and September 14th 2011. The schedule of Cycle 1 can be seen in the following table.

Table 10. The Schedule of Cycle 1

Date	Material	Time	Source
9 th September 2011	Descriptive Text: Tourist Attractions	1x40 minutes	Scaffolding for Grade VIII Contextual teaching Learning Bahasa Inggris untuk SMP
13 th September 2011	Descriptive Text: Tourist Attractions	2x40 minutes	Scaffolding for Grade VIII Contextual teaching Learning Bahasa Inggris untuk SMP
14 th September 2011	Descriptive Text: Tourist Attractions	2x40 minutes	Scaffolding for Grade VIII Contextual teaching Learning Bahasa Inggris untuk SMP

The material that would be learned was descriptive text with “TOURIST ATTRACTIONS” as the topic. The selection of the material was based on the syllabus for the eighth grade in semester 1 and the result of the discussion with the English teacher. The learning objective that would be reached in this cycle was enabling the students to comprehend the descriptive texts. The indicators of this learning objective were (1) students are able to identify and produce new vocabulary used to describe tourist resorts (2) students are able to identify the topic of the text (3) students are able to find the specific information from the text (4) students are able to find the detail information from the text.

The data during Cycle 1 were collected using field notes during classroom observations, interviews, and photographs. The descriptions of each meeting are presented below.

1) First Meeting of Cycle 1

The first meeting of cycle 1 was on Friday, 9th September 2011. It was only 40 minutes. In the first meeting, the teacher gave lead-in related to the topic. To contextualize the topic, she asked the students some questions related to their holiday because this was the second day after they had long holiday. Besides asking some questions, she also showed some pictures of famous places such as Pisa Tower, Yogyakarta Palace, Prambanan, etc by using LCD. Then, she asked questions related to the city and country where each tourist attraction was located.

After that, she asked the students to guess what would be learned after they got some questions and also watched some pictures in the screen. When, the teacher asked it, no one answered that question. The students looked confused with that. Finally, the teacher concluded that the learning objective was enabling the students to comprehend some descriptive texts related to tourist attractions. Because the time was over, the lesson would be continued on Tuesday, 13th September 2011 at 07.15-08.35 am.

2) Second Meeting of Cycle 1

In the second meeting of cycle 2, after giving lead-in, the teacher presented the materials. She delivered the text entitled “The Sydney Opera House” to the students. Each student got one text. After making sure that everyone got the text, she asked the students to make prediction what the text was about.

She asked the students to read the title and looked at the picture of the Sydney Opera House. Then she said that it was very important to guess the content of the text from the title or from the picture provided in the text. From the title and the picture, it would help the readers know what the text was about and what information would be found in the text.

After she explained the reading strategy to the students, she asked the students to read the text first. She asked the students whether they found difficult words or not. The students asked several words but she asked them to open the dictionary. However, many students did not bring it. Then she told them the answer. After that, she read the text. After she read the text, she asked the students some questions related to the text she read. She gave some students some strategies to answer the questions. She taught the students to find the key words from the questions for example: if the question asked “Where”, it means that the answer would be a certain place. If it was “When”, she suggested the students to find word that refers to the certain time.

After the modeling of the text stage, the teacher moved to next stage. In this stage, the teacher implemented some actions that had been planned. They were: making group work and applying Round Table Brainstorming

a) **Making Groups**

To improve the students’ active involvement and interaction among the students, the teacher divided the students into several group. When the teacher informed the students that she would divide them into several groups, the students seemed enthusiastic. The condition of the class was noisy. In grouping the

students, the teacher used cooperative learning principle in which the group formed was heterogeneous. It consisted of high achiever and low achiever students. It also consisted of male and female students. The purpose of this group was the high achiever students would help the low ones. It also would encourage one another to interact or to discuss the topic.

The researcher and the teacher had selected eight students who have good ranks in grade seven. They would be the leader for each group. They were selected based on their rank in the grade seven. Then, the teacher asked the other students counted from 1 to 8. Then, the students who get same number would be in the same group. Finally, there were 8 groups in the class. Because of the number of the students in the class were 31 students, so there were 7 groups consisting of 4 students and one group consisting of 3 students. When grouping the students, the teacher arranged the group position in the class. The condition of the class was very noisy when the students moved to their groups. Some students although they had to be in a group consisted of boys and girls. The students seemed enthusiastic and happy to learn in groups. However, there were some students looked unhappy with their group and they complained it to the teacher.

b) Applying Round Robin Brainstorming

After the teacher arranged the groups' position, she gave a piece of paper to each group. In the paper, there was a picture of Borobudur temple. The task for the students was to give several words that describe the Borobudur temple.

Besides they had to write several words, they had to write the part of speech and also the meaning of each word.

Before asking the students to the task, she informed the aim and the rule of this activity. When doing the task, the students seemed confused, because it was the first time for them. There were many questions from the students related to the how to the task. The teacher explained it slowly to the students.

During the group activity in the second meeting, the teacher monitored the students. She walked around the class to visit some groups. Sometimes, she helped the some groups who found difficulty in accomplishing the task.

After all the groups finished the task, the teacher conducted class discussion. For the first time, she offering opportunities for the each group to present their work but then, she asked some students to read the result of their group discussion.

After having class discussion, the teacher gave next task. She delivered the worksheet to each groups. She asked the students to do the tasks. She also asked the students to discuss it together with their groups. When the students did the task, the teacher walked around the class to check the groups' works. Sometimes, she helped several groups in accomplishing the tasks.

After all the groups had finished the tasks, the teacher conducted class discussion. Same as the previous activity, she offered opportunities for students to answer the questions. Some of the students showed their participation. However, the teacher also pointed some students from several groups to answer. When the students' answers were wrong, she corrected and gave some feedback for them.

3) Third Meeting of Cycle 1

In the third meeting, after reviewing the last material in the second meeting, the teacher informed the students the next activity. She motivated the students to keep enjoying the lesson by telling them that the next activity would be interesting and it was a kind of competition. The students looked enthusiastic. They were so happy when the teacher asked them to sit together with their groups. They did not take a long time to do it. The activities that would be done in this meeting were Numbered Head Together and Make a Match game.

a) Applying Numbered Head Together (NHT)

When all the students had sit in their own groups, the teacher gave four numbers (1-4) for each group. Then she asked the students to divide the number for each person in the group. After checking that every student had a number, she told the students that the number would be used for answering the questions. The student whose number called was responsible to answer the questions. After knowing the function of the number, most of the students were surprised. After that, the teacher delivered a text entitled “Taronga Zoo”. Then, she gave the “Read Time” for the students. All the groups looked seriously when reading the text. After the “Read Time”, the teacher asked some questions. Then, she called number 1 to 4 randomly to answer the question. The student who the number called by the teacher was responsible to answer the questions. In this activity, some students looked dominant. They tried to answer although their numbers were not called. However, there were some students who did not seemed

enthusiastic. They laid their head on the table and they kept silent during the activity.

b) Applying Make a Match game

The last action was Make a match game. In this activity, the students were asked to match the correct tourist resort to its description by sticking the cards containing the description of each place to the correct picture. In doing this activity, the students looked very enthusiastic. They worked well in their group. They participated very well. As a result they could finish the task before the time. After all the groups finished the task, the teacher conducted class discussion. She asked each group to present their result of their discussion. The groups who finished it fast and all the answers were correct would be the winner. The group 6 was the winner in this game.

After applying Numbered Head Together and Make a Match game, the teacher move to the next stage. She asked the students to work individually. She gave some tasks for the students. After making sure that everyone in class finished the task, she conducted class discussion. She gave opportunities for the students to give their answers. In the end of the lesson, the teacher gave homework to the students. She asked the students to find some articles of tourist attractions or interesting places.

(c) Reflection 1

The reflection is needed to evaluate the actions implemented in Cycle 1. The reflection was based on the observations in the teaching and learning process.

In the reflection, the researcher emphasizes on the indicators of research success such as Participation, Communication, Cooperation, and Responsibility as the indicators of students' active involvement. The number of the students for every indicator can be seen in the following table.

Table 11: The Number of the Students for Every Indicator in Cycle 1

INDICATORS	CYCLE 1						
	MEETING 1		MEETING 2		MEETING 3		AVERAGE
	Ss	%	Ss	%	Ss	%	
PARTICIPATION	9	29.03%	19	61.29%	28	90.32%	60.21%
COMMUNICATION	6	19.35%	18	58.06%	25	80.64%	52.68%
COOPERATION	0	0%	21	67.74%	29	93.54%	53.76%
RESPONSIBILITY	20	64.52%	24	77.41%	27	87.09%	76.34%

The elaborations of some findings were presented as follows:

1. The First Meeting of Cycle 1

In the first meeting, the teacher started to open the lesson by greeting the students first. Then, she introduced the topic by showing some tourist resorts pictures. When doing the lead in, there were 9 students or 29.03% students who participated. They answered the teacher' questions and gave their opinions about the tourist resorts showed by the teacher. They looked interested when the teacher showed some pictures such as Prambanan, Eifel tower, Collosseum, etc. It was indicated in the following interview transcript.

Tuesday, 13th September 2011

R: Researcher, S: Student

R : "Tadi seneng ga dik ada gambar-gambar gitu?"

- (*“Were you interested with the pictures?”*)
- S* : *“Ya mbak...saya suka banget.”*
(*“Yes Miss. I love it”*)
- R* : *“Adiknya tadi semangat banget jawabnya. Kok bisa?”*
(*“You looked so energetic when answering the teacher’s questions. How could you?”*)
- S* : *“Aku pernah kesana mbak ke prambanan. Jadi ya aku tahu gimana disana itu.”*
(*“I have been there Miss in Prambanan. So I know how there was, Miss”*)

However, most of the students were silent during lead-in activity. They tended to be the listener rather than gave their opinions or at least answered the teacher’s questions. When the researcher asked them, most of them said that they were shy to answer or give their opinions. It was shown in the following interview transcript.

Tuesday, 13th September 2011

R: Researcher, S: Student

- R* : *“Tadi kenapa cuma diem dik?Ada masalah?”*
(*“Why was you silent? Is there any problem?”*)
- S* : *“Ga apa-apa mbak.”*
(*“No, Miss”*)
- R* : *“ Gambarnya ga menarik?”*
(*“Were the pictures not interesting?”*)
- S* : *“Ga Mbak. Gambarnya bagus. Tadi malu aja mbak.”*
(*“No, Miss. The pictures were good. I was just shy Miss.”*)

In the first meeting, some students showed that they could communicate each other. There were 6 students or 19.35% students who seriously interacted with their friends when the teacher showed the pictures. However, the cooperation among the students could not be seen in the first meeting, because they had not been working in group. However, 20 students or 64.52% students showed good responsibility. They listened to the teacher and they did not disturb their friends

although there were some students who always make noise during the teaching and learning process. They only laughed when there were students who answered or asked questions.

2. The Second Meeting of Cycle 1

In the second meeting, the teacher started the lesson by reviewing what they had discussed in the previous meeting. Then, the teacher presented the materials. When presenting the materials, the teacher used a model of the text with the title “The Sydney Opera House”. The teacher explored the text. Besides that, she also taught some reading strategies needed in order to comprehend the texts. The strategies were prediction, skimming and scanning. After the teacher presented the material, she asked the students to make a group. She helped the students in making group work. The reflections of each action in the second meeting are as follows:

1) Working in Group

From the observation of the research member, the teacher and the researcher found that the applications of group work were widely accepted by the students in VIIC class. It can be seen from their enthusiasm in learning English.

After presenting the materials, the teacher applied group work in the class. The teacher asked the students to make group in four. They were asked to count 1 up to 8. The students looked busy when the teacher asked them to make group. They turned their seat back soon after the teacher asked them. They did not take a long time to make a group. The students seemed enthusiastic to learn in groups. When the teacher gave the task, the students seemed serious in doing their

job. There were 24 students or 77.41% students who showed good responsibility. They tried to finish the task as soon as possible.. Most of the students could finish the tasks before the time was over.

In addition, there were 21 students or 67.74% students who cooperated with the friends in their groups. It can be seen by the observation that is done by the English teacher and the researcher. They observed that the students were more fun to work in group than work individually. They helped each other when doing the tasks. They felt that by working in group, they could find the answer easier. It was shown in the following the field note and the interview transcripts below.

Ketika guru menyuruh siswa untuk membentuk group, mereka sangat senang sekali. Kemudian guru menyuruh mereka untuk berhitung 1 sampai 8, hampir semua siswa menyuarakannya dengan lantang. Keadaan di kelas ramai sekali, terlebih ketika mereka tahu mereka satu group dengan teman yang pintar dan akrab dengan mereka. **Akan tetapi ada juga beberapa siswa yang terlihat kecewa ketika mendapati groupnya tidak sesuai harapan mereka.**

.....
(When the teacher asked the students to form the groups, they were really happy. Then, she asked them to count 1 to 8. Almost all the students spoke loudly. The condition was so noisy. Moreover, when they knew that they were in group with the smart student and the ones they had close relationship. **However, there were some students who felt disappointed when they knew that their group was far from their hopes.)**

Appendix D, Field note 10 (13/09/2011)

Tuesday, 13th September 2011

R: Researcher, S: Student

- R : *“Senang ga dik kerja di group?”*
 (“Were you happy working in groups?”)
 S : *“Seneng.”*
 (“Yes, I was very happy”)
 R : *“Senengnya dimana?”*
 (“Why?”)
 S : *“Ya kalo bareng-bareng kan banyak temennya jadi ya gampang.”*

- (**"Because we had a lot of friends in group, it made easier."**)
- R : "*Gampang ngerjainnya maksudnya?*"
(*"Did you mean in doing the task?"*)
- S : "*Iya.*"
(*"Yes."*)

Tuesday, 13th September 2011

R: Researcher, S: Student

- R : *Seneng ga dik lo dikerjain bareng-bareng gitu?*
(*Were you happy when the tasks were done together with your group?*)
- S : *Seneeng Mbak.*
(**I was happy Miss.**)
- R : *Yang bikin senang apa?*
(*What makes you happy?*)
- S : *jadi gampang jawabnya mbak. Karena dikerjakan bersama.*
(**It was easy to answer Miss because it was done together**)

Besides that, by working in group, most of the students showed good participation. As the researcher observed them, they involved physically. There were 19 students or 61.29% students who participated actively when doing the tasks.

When doing the group tasks, the students also had good interaction with their group members. They asked their friends when they found difficulties. There were 18 students or 58.06% students who communicated actively when discussing the exercises. They gave their opinion or ideas in group discussion. Some of the groups have good communication among the members. It was indicated in the following interviews.

Tuesday, 13th September 2011

R: Researcher; S: Student

- R : "*Gimana dik rasanya kerja di group? Seneng ga?*"
(*"How was your feeling when working in group? Were you happy?"*)
- S : "*Tentu, Mbak. Seneng banget.*"

- (“Of course Miss. **I was really happy?**”)
- R* : “*Kenapa?*”
(“Why?”)
- S* : “*Ya jadi mudah ngerjainnya.*”
(“**It made me easy to do the tasks.**”)
- R* : “*Komunikasi antar anggotanya berjalan dengan baik?*”
(“Did your group communicate well?”)
- S* : “*Ya. Kita ngerjain tugasnya sama-sama. Temen-temen enak diajak diskusi.*”
(“**We did the tasks together. My group members are friendly to have discussion.**”)

Tuesday, September 13th 2011

R: Researcher, S: Student

- R* : *Gimana tadi dik kerja di group, asyik ga?*
(**Was it enjoyable when working in group?**)
- S* : *Asyik mbak.*
(**Yes, Miss**)
- R* : *Komunikasi dengan temen gimana? Pada diem ga diajak ngomong?*
(How was you group's communication? **Were your group members silent when having discussion?**)
- S* : *Ga mbak. Pada cerewet-cerewet kok malah rame tadi.*
(**No, Miss. They were talkative.**)

Overall, most of the students were happy when they worked in group, but some did not felt happy because they did not like the group. It is proven in the interview transcripts below.

Tuesday, September 13th 2011

R: Researcher, S: Student

- R* : *Gimana dik tadi groupnya? Menyenangkan kah?*
(**How was you group? Was it enjoyable?**)
- S* : *Ga mbak. Cuma pada rame sendiri. Bisa ganti ga mbak?.*
(**No Miss. They tended to make a noisy. Can it be changed?**)

Tuesday, September 14th 2011

R: Reseacher, S: Student

- R* : *Tadi kok malah rame sama kelompok depannya sih? Kenapa?*
(**Why did you make noisy with another group when you had discussion with your group?**)

- S : “*Bosan mbak. Kelompoknya ga suka.*”
 (“**I got bored. I didn’t like the group.**”)
 R : “*Kenapa?*”
 (“**Why?**”)
 S : “*Malu mbak. Cewek semua.*”
 (“**I was shy** because all my group members were female.”)

The results of interviews above were strengthened by the field note below. The field note indicated that some students just played and talked with other friends when doing the activity.

Guru memberikan satu buah text kepada setiap kelompok. Guru meminta siswa untuk mengerjakan soal-soal yang ada sesuai dengan teks yang ada. Guru memberikan waktu 15 sampai 20 menit untuk mengerjakan soal tersebut dalam selembar kertas... Mereka terlihat serius dalam mengerjakan soal ini. Namun masih ada beberapa siswa yang terlihat tidak serius dalam mengerjakan. Mereka sibuk untuk mengobrol dan bermain dengan teman di kelompoknya.

The teacher gave the text to every group. She asked them to do the exercise based on the text. She gave the time about 15 until 20 minutes. **They did the exercise seriously but there are some students do not serious, they only chatt and play with their friends).**

Appendix D, Field note 10 (13-09-2011)

2) Applying Round Robin Brainstorming

In second meeting, when doing group works, the teacher gave a picture of Borobudur temple to each group. The task for the students was to give several words that describe the Borobudur temple. Besides they had to write several words, they had to complete the word by its part of speech and its meaning.

When doing the task, the students seemed confused, because it was the first time for them. There were many questions from the students related to the how to the task. The teacher explained it slowly to the students. After that, they worked with their group. They could do the task well. They shared responses with

round robin style. They looked enthusiastic. It was indicated in the following interview transcripts.

Tuesday, September 13th 2011

R: Researcher; S: Student

- R* : "Apa pendapatmu tentang pelajaran hari ini,"
("What do you think about the current lesson?")
- S* : "Menarik mbak."
("It was enjoyable, Miss.")
- R* : "Aktivitas yang menulis kata-kata untuk Borobudur tadi menyenangkan ga?"
("Was the activity of writing some words for Borobudur enjoyable?")
- S* : "Ya mbak. Aku suka."
("Yes, Miss. I liked it.")
- R* : "Apanya yang kamu sukai dari kegiatan itu?"
("What did you like from that activity?")
- S* : "Tambah tahu kata-kata dan membuat kita berpikir cepat."
("I knew many words and made us think quickly.")

Tuesday, September 13th 2011

R: Researcher; S: Student

- R* : "Seneng ga dik dengan kegiatan tadi?" (Round Robin Brainstorming)
("Were you happy with the activity?")
- S* : "Senang mbak. Ga kaya yang dulu-dulu."
("I was happy Miss. It was different from the previous activities.")
- R* : "Emang yang dulu gimana?"
("How were the previous ones?")
- S* : "Ya cuma jawab soal gitu."
("Just answering the question.")
- R* : "Emang yang ekarang ga?"
("Didn't we do it now?")
- S* : "Ya iya, tapi sekarang kita harus berngingat-ingat kata dan cepet-cepetan cari di kamus."
(Of course yes but now we have to recall words and compete to find the meaning in dictionary)

However, in doing this task, there were some students found difficulties in doing the task. They said that they could not think quickly. Therefore, they did not write their answer. They let the other friends in group to write the answer.

This task also could encourage the students to interact with their friends. The students seriously discussed the answer. However, there were still found some students who just kept silent during the activity. As the researcher observed, most of them only looked at the paper and they did not give any idea, comment, etc. When, the researcher interviewed them after the action, some of them said that they did not have any idea to share. It could be seen from the interview transcripts below.

Tuesday, September 13th 2011

R: Researcher; S: Student

- R* : “*Tadi kok cuma diam aja dik waktu ngerjain soal? Kenapa?*”
 (“Why were you silent when doing the task?”)
S : “*Ga tahu jawabannya mbak.*”
 (“**I did not know the answer** Miss.”)

Tuesday, September 13th 2011

R: Researcher; S: Student

- R* : “*Tadi kok ga ikut diskusi ma kelompoknya?*”
 (“Why didn’t you take a part in discussion with your group?”)
S : “*Ga tahu mbak mau ngomong apa.*”
 (“**I did not know what to say.**”)

Besides the students participated actively and interacted with their friends in doing the task, the students also cooperated with the members of their group to do the task. They did it very well. Some groups had shown good cooperation but there were several groups that dominated by several students only.



Picture 1. The students worked together to finish the task

This task also encouraged the students to be responsible. They could finish the tasks before the time was over. They did the task seriously. However, there were some students who always made noise. They tended to disturb another group by talking with the other group members

3) Applying Numbered Head Together (NHT)

In this action, each group had to answer several questions related to the text “Taronga Zoo”. The technique of this action was the group members had to discuss the answer of each question. Each member of the group was responsible to have answers for every question. Because every student had his/her own number (1-4), therefore to check the students’ answers, the teacher called the number 1 up to 4. If the teacher called number one, so the student number one of each group might answer the question.

Based on the researcher’s observation during the activity of Numbered Head Together (NHT), it was found that the students’ participation and communication were improved than when doing Round Table Brainstorming. They discussed in their group to find the answer. When the teacher called their

numbers, they were willing to answer. Some students who did not participated when doing Round Table Brainstorming, in this activity, showed their participation by answering the teacher's question. It was indicated in the following interview transcript.

Wednesday, 14th September 2011

R: Researcher; S: Student

- R : "Dik April kemarin cuma diem aja tapi tadi waktu di suruh jawab bisa ngomong tuh? Kok ga dari kemarin sih? Kenapa?"*
 ("April, yesterday you were silent but just now you spoke? Why you didn't do this yesterday?")
- S : "Tadi kan di panggil mbak nomernya."*
 ("Because my number was called.")
- R : "Jadi gimana, menarik ga kegiatannya?"*
 ("So what do you think? Was it interesting?")
- S : "Iya sih mbak tapi bikin deg-degan."*
 ("Yes, Miss but it made me worried.")

However, there were still some students who did not participate well in group discussion. As a result, when the teacher called their number, they could not answer the question. Then, the teacher pointed another student to answer.

In this activity, the students showed good communication. As the researcher observed, every group looked enthusiastic in doing this activity. It was indicated in the following interview transcript.

Wednesday, 14th September 2011

R: Researcher; S: Student

- R : "Menyenangkan ga dik kegiatan tadi (NHT)?"*
 ("How was the activity? Was it enjoyable?")
- S : "Ya mbak."*
 ("Yes, Miss.")
- R : "Alasannya apa kok menyenangkan menurutmu?"*
 ("Why is it enjoyable for you?")
- S : "Bikin deg-degan mbak tapi asyik soalnya kita jadi terpacu untuk cari jawaban."*

(It made me worried but it was enjoyable because we were challenged to find the answer)

However, in this activity, the students' cooperation and responsibility were decreased compared to students' cooperation and responsibility when doing Round Table Brainstorming. However, as the researcher observed, it was found that many students dominated the groups. They tended to find the answer individually. When the researcher asked them, they said that their friends took long time to answer.

During the activity, most of the students looked seriously in doing the activity. They did not disturb the other friends or cheated the other groups' answers. However, there were still many students who just made noise, disturbed the other group, and when the teacher asked them to answer, they could not answer. When the researcher asked those students why they could not answer, they said that they did not join the group to do the exercise. Then, the researcher asked again why they did not join the group, they said that the exercises had been done by their friends so that during the activity they were noisy.

4) Applying Make a Match Game

In this action, the students worked in group to accomplish matching task. There were some pictures of wonderful places in the worlds such as Kuta beach, Prambanan temple, Taj mahal, Eifel tower, and so on. Then, the teacher shared several cards contained the descriptions of each place. The task for each group was to stick the cards to the correct pictures.

When doing the task, the students looked very enthusiastic. They worked seriously. As the researcher observed, almost all the students participated when

doing the task. They were really happy when doing the task. It could be seen from the interview transcript and the field note below.

Wednesday, 14th September 2011

R: Researcher; S: Student

R : “*Bagaimana dek tadi permainannya?*”(How was the game?) *Seneng nggak?*”

(“Were you happy?”)

S : “*Ya.* “

(“Yes, I was.”)

R : “*Apa yang membuat kamu senang?*”

(“What makes you happy?”)

S : “*Menantang mbak.* “

.(“**It was challenging.**”)

R : “*Menantang gimana?*”

(“What did you mean by challenging?”)

S : “*Lo ga tahu isi kartunya nanti bisa salah tempel.*”

(If we did not know the content of the cards, we could stick the card to the wrong pictures.

.....
*Dengan sangat antusias masing-masing kelompok berusaha memahami setiap kartu. **Terlihat bebarapa kelompok sangat senang** bahkan mereka menutupi hasil dari make a match game agar kelompok lain tidak mencontek.sehingga kelompok lain berusaha menempel dengan sendiri walaupun salah satu anggotanya diam-diam mengintip jawaban dari kelompok lain.*

Each group comprehended each card enthusiastically. **It could be seen that the students were happy** even they closed their answers in order another group could not cheat their works. So the other groups tried to do it by themselves although one of the group members looked at other groups members.

Appendix D, Field note 11 (14-09-20011)



Picture 2. The students were enthusiastic when sticking the cards

The communication among the students was good during this activity.

They looked seriously doing group discussion. It could be seen from the field note below.

.....

Ketika guru membagikan kertas berisi gambar dan juga membagikan kartu yang berisikan descriptive text untuk tiap gambar, siswa terlihat sangat antusias sekali. Setelah guru selesai menjelaskan peraturan permainannya dan menyuruh siswa untuk membuka kartunya, dengan antusias siswa membuka kartu Mereka langsung membuka kartu dan mendiskusikan isinya. Mereka berbicara satu dengan yang lain untuk mendiskusikan kartu itu. Tapi ada juga beberapa siswa yang tidak ikut berdiskusi, mereka hanya diam dan membantu melepaskan double tip dari kartu. Terlihat juga beberapa siswa yang membuka kamus untuk mencari kata-kata yang sulit.

When the teacher distributed pictures and the cards, the students looked so enthusiastic and curious about it. After the teacher explained the rules, she asked the students to open the cards. The students opened the cards enthusiastically. Then, they discussed with their group members. They communicated each other to discuss the texts on the cards. However, there were some students who did not join the discussion. they tended to be silent and only helped to put off the double tip from the card. It also could be seen that some students opened the dictionary to find the meaning of the difficult words.

.....



Picture 3. The student discussed with her friends during the game

Through this activity, most of the students worked cooperatively. They helped each other when doing task. Some of the students opened the dictionary when the other friend asked them to find the difficult words.

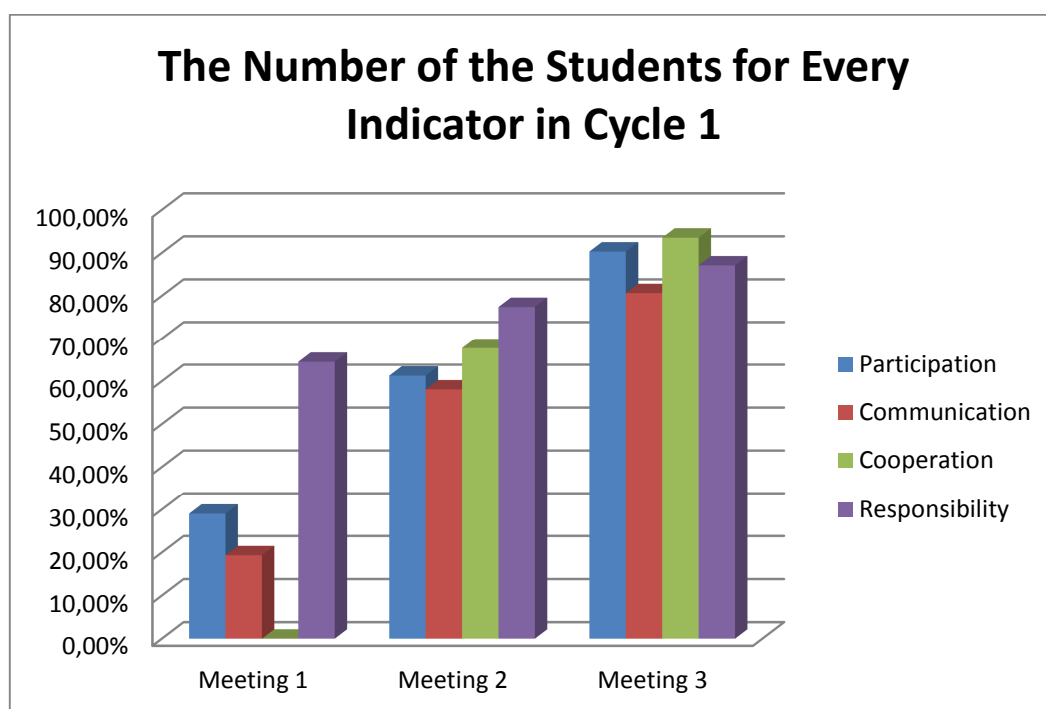
Each group also showed good responsibility during this activity. They could finish the task well even before the teacher stopped the game, they had finished it.

After doing the reflection of the actions, the research team members conclude that there were some points as the findings of the Cycle 1 as follows:

1) The successful actions

- a) The group work prevented the students from getting bored during the teaching and learning process of reading.
- b) The goals of applying cooperative learning strategy in Cycle 1 were successful to vary the teaching activity in the class. Students felt happy, they enjoyed doing the task. The class condition was more active.
- c) The students more actively involved in the activities. They showed good participation when doing the task. The interaction between the teacher and

the students and among the students was better than before. When doing the group work, the students worked cooperatively. They helped each other to accomplish the task and they also showed good responsibility in doing the exercises given. Round Robin Brainstorming, NHT, and Make a Match game successfully encouraged students' active involvement meeting by meeting. It was proven in the following chart.



2) The unsuccessful actions

- a) The discussion of some groups did not run well because some of the students in those groups did not like the group.
- b) There were some students who dominated the group. They did the task by themselves rather than discussed with their group members.

- c) The class discussion was not successful yet because there were still some students who were afraid of answering the questions. They were shy if their answers were wrong.

Over all, there were some improvements on every indicator of students' active involvement. However, there were still many problems occurred in Cycle 1. Therefore, the researcher will be continued to the next cycle in order to solve the problems happened in the cycle 1 and to improve the students' active involvement.

2) The Report of Cycle 2

Cycle 1 had been done and it was continued in Cycle 2 because the requirements for research success had not been fulfilled in Cycle 1. Cycle 2 was conducted on September 16th, 20th, and 21st, 2011. The plans for Cycle 2 were based on the reflections of Cycle 1. In cycle 1, there were some improvements in the teaching and learning process of reading and several unsuccessful actions. In the Cycle 2, those improvements would be maintained even they would be improved again and several unsuccessful actions would be repaired in order to be successful.

(a) Planning II

Based on the reflections of Cycle 1, there would be some plans in Cycle 2. In planning the actions, the research members discussed together. In this section, the researcher defined the actions planned in Cycle 2. Overall, the planning for Cycle 2 was same as the planning in Cycle 1. However, there were

some changes in some activities because in Cycle 1 these activities could not run well as what it had been planned. The researcher and the teacher planned to implement some actions in Cycle 2. They were:

1. Selecting the materials based on the basic standard and competency standard for grade VIII semester 1

In selecting the materials, the researcher discussed it together with the teacher. Based on the discussion, finally the researcher and the teacher agreed to teach “Notices” in the cycle 2 because this topic still had close relationship with the previous topic.

2. Making the media

Based on the materials also, the researcher made some media that would use in the research. Because the material was notices, the researcher looked for some notices that would support the teaching and learning process. The researcher collected some notices that usually found in the tourist resorts.

3. Selecting cooperative learning activities that would be implemented

After selecting the material, the researcher looked for some cooperative learning activities that might be appropriate with the material, the learning objective, and could solve the problems occurred in the teaching and learning process of reading. First of all, the researcher determined how to form new group because based on the reflection of cycle 1, some students did like the groups. As a result, some groups could not work well. Then, the researcher still selected three cooperative learning activities such as Round Table Brainstorming, Numbered Head Together, and Make a Match Game. However, for Numbered Head

Together, there were some changes in its role. Each activity was described as follows.

a) Making New Groups

In Cycle 1, the students were divided into several groups. The reflection of Cycle 1 showed that most of students seemed enthusiastic when they worked in group. The group work could improve the interaction among the students. The students were happy when discussing the tasks with their group members. The group work also could improve students' participation. They were actively involved when doing the reading activities. When doing the tasks, the students showed their cooperation among the group members and their good responsibility in accomplishing the task.

However, in the Cycle 1, there were some groups that did not work well. Based on the interviews with some of the students in those groups, it was found that some of the students did not like their groups because the members of the groups were not the ones they expected to be their group members. As a result, those groups could not work cooperatively. The group members tended to make noise and some of them did not actively involve when doing the tasks.

Therefore, considering the results of this action, the same action was planned in Cycle 2 with some changes. The groups would be formed again. There would be seven groups consisting of 4 students and one group consisting of 3 students. The groups were still heterogeneous consisting of high achiever and low achiever students, female and male students. Therefore, the researcher still maintained the eight students that had been selected in Cycle 1 to be the leader for

each group in Cycle 2. Then, the rest of the students had their own right to join with the group they like but still with some requirements. The requirements were the group must be heterogeneous consisting of female and male and not more than 4 students. By changing the group, it was hoped that all the students could enjoy working in group. They also could improve their participation, interaction, cooperation among the group members, and their responsibility toward the group.

b) Applying Round Robin Brainstorming

The researcher and the teacher agreed to maintain this activity in Cycle 2 because in the Cycle 1, this activity could improve students' vocabulary, participation, interaction, cooperation and responsibility when doing this activity. It also made the students challenged in doing the tasks because in this activity the students thought quickly and explored the vocabulary they had.

The procedure of this activity was still same as in the Cycle 1 but the researcher made it more challenging. The topic in Cycle 2 was notices. Therefore, the aim of this activity in Cycle 2 was to activate students' background knowledge and explore students' ideas related to notices.

In Cycle 2, the teacher would give different notices for each group. Each group member would get a question related to the notices. The teacher would give time for thinking the answer. After the "think time", each group member was responsible to answer by writing their answer in the paper given. It still used round robin style in which the group members in order give their answer until the

time called. After all the groups finished the task, they presented the result of their group discussion.

c) Applying Numbered Head Together (NHT)

There were some changes in this activity in Cycle 2. The reflection of Cycle 1 showed that in this activity, the smart students dominated in the class. They tended to find the answer of the question individually and answer the questions although it was not their responsibility to answer. The cooperation among the group members was lower compared to Round Table Brainstorming.

Therefore, in Cycle 2, the researcher and the teacher agreed to modify the rule of this activity. In cycle 1, the students were given a text and they had to discuss together with their groups to get the answer of several questions but in the Cycle 2, the students had to work in pairs first. Then, they consulted their answer to the group. The teacher gave certain time for work in pairs and group discussion. Then, the teacher gave some question and pointed certain number from 1 to 4. The student whose number called was responsible to answer. This activity was done in the form of competition. The group which could answer all the questions correctly would be the winner.

d) Applying Make a Match Game

Based on the reflection of Cycle 1, this activity was successful enough to improve students' involvement. Therefore, in the Cycle 2, there were no changes of this activity. In this activity, there would be several notices. the students had to match the correct places in where they usually find those notices, the correct

meanings that notices contained and the appropriate notices by sticking the cards of those items to some situations.

4. Selecting the teaching technique

The teaching technique used in Cycle 2 was still Genre-based technique consisting of Background Knowledge of the field, Modelling and Deconstruction of the text, Joint Construction of the Text, Independent Construction of the Text, and Linking to related texts.

5. Making the lesson plan

After selecting the appropriate activities, the researcher made a lesson plan. It was about all what the teacher had to in the teaching and learning process. The scenario of the teaching and learning process in cycle 2 could be in the following table:

Table 12: The Scenario of the teaching and learning process in cycle 2

Teacher' Activities	Student' Activities
Opening Activity: 3) The teacher greets the students 4) The teacher leads the prayer 5) The teacher checks students' attendance	Opening Activity: 4) The students greet the teacher 5) The students pray 6) The students confirm their presents.
Main Activity: BKOF The teacher asks some questions related to the topic such as "What kind of information do you find in Prambanan temple?	Main Activity: BKOF The students answer teacher's questions.
MOT	MOT

<ol style="list-style-type: none"> 1) The teacher gives an example of descriptive text to the students and asks the students to read first the text 2) The teacher check the students whether they can understand the text or not by asking questions related to the text. 3) The teacher gives explanation about the notices. In this stage, the teacher teaches how to do comprehend the notice by relating it to the place where it is usually found. 4) The teacher asks the students to find the meaning of the notices and the place where the notices are usually found. 	<ol style="list-style-type: none"> 1) The students read the text. 2) The students answer the teacher's questions 3) The students listen to the teacher's explanation. 4) The students answer the comprehension question
<p>JCOT</p> <ol style="list-style-type: none"> 1) The teacher forms new Cooperative Learning Groups 2) The teacher conducts Round Robin Brainstorming activity in which the students fill the box with the answer of each question they have. 3) The teacher conducts Numbered Heads Together activity in which each student in group will have their own number start from 1 until 4. To check students' answers, the teacher will check the group's work by calling out the student based on their number (1,2,3 or 4). 4) The teacher conducts Make a Match game in which the students have to match the situations to the correct notices, the place where the notices are usually found and to the correct meanings. 	<p>JCOT</p> <ol style="list-style-type: none"> 1) The students place themselves into their groups. 2) The students do the Round Robin Brainstorming by listing some vocabulary based on the picture. 3) The students do the tasks in Numbered Head Together activity. 4) The students match the situations to the correct notices, the place where the notices are usually found and to the correct meanings.
<p>ICOT</p> <ol style="list-style-type: none"> 1) Teacher gives a text about notice for each student. 2) The teacher asks the students to answer the questions individually to find the specific information and detailed 	<p>ICOT</p> <ol style="list-style-type: none"> 1) The students read and comprehend the text. 2) The students answer the reading comprehension questions individually.

information of the text and to identify True/ False statements and to match the correct notices to the correct meanings.	
Linking to related texts The teacher asks the students to find and write some of the notices.	Linking to related texts The students find and write some notices.
Closing Activity: 1) The teacher and students make conclusion from the material given today. 2) The teacher gives feedback from today's discussion. 3) The teacher leads the closing prayer.	Closing Activity: 1) The students make conclusion from the material given today. 2) The students get feedback from the teacher. 3) The students pray.

6. Preparing research instruments

Before conducting the actions, the researcher also made the research instruments including observation guideline for the teacher and the students and also the interview guideline. The instruments were same as the previous ones.

e) Actions and Observations in Cycle 2

Cycle 2 was done in three meetings; they were on September 16th, 20th, and 21st, 2011. In this cycle, the topic was still related to the previous topic but the text was short functional text in the form of notices. The learning objective that would be reached was enabling the students to comprehend the notices. The indicators of this learning objective were (1) students are able to identify the meaning of the notices (2) students are able to identify purposes of the notices (3)

students are able mention in what places they can find the notices. Here is the schedule of Cycle 2.

Table 13: **The Schedule of Cycle 2**

Date	Material	Time	Source
16 th September 2011	Notices	1x40 minutes	Scaffolding for Grade VIII Contextual teaching Learning Bahasa Inggris untuk SMP English in Focus
20 th September 2011	Notices	2x40 minutes	Scaffolding for Grade VIII Contextual teaching Learning Bahasa Inggris untuk SMP English in Focus
21 st September 2011	Notices	2x40 minutes	Scaffolding for Grade VIII Contextual teaching Learning Bahasa Inggris untuk SMP English in Focus

The implementations of the actions in Cycle 2 can be seen as follows:

1) **First Meeting of Cycle 2**

The first meeting was conducted on Friday, 16th September 2011. In this meeting, the teacher would give a new topic. Although it was new, but it still had relationship with the previous meeting. The topic in this cycle was notices.

After the teacher greeted the students, she began to contextualize the topic by reviewing the last material about tourist attractions. She asked many examples of tourist attractions that had been visited by the students. The students enthusiastically answered the questions. They mentioned many tourist attractions.

Some of them mentioned museum as the tourist attraction they had visited. Then, to response the students' answer, the teacher asked about museum. She asked the students what things they could find in the museum. The students gave various answers. Then, the teacher asked again about kinds of information that could be found in museum. Most of the students looked confused. They took long time to think. Then, the teacher gave some clues. After getting some clues, some of the students said the rules and the warning for visitors were usually found in the museum. Responding to the students' answer, the teacher then gave examples of notices.

After giving lead in, the teacher, then, asked the students to guess what they would learn. Most of the students were silent. However, when a student answered, they followed him by giving their answers. The teacher agreed their opinions and she said that the goal of the lesson was enabling them to comprehend the notices. She motivated the students that it would be beneficial for them. When the teacher would explain more about notices and the examples of notices, the bell rang. Then, the teacher ended the lesson.

2) Second Meeting of Cycle 2

The second meeting was on Tuesday, 20th September 2011. In the second meeting, before the teacher explained more about notices, she reviewed the last lesson. Then, she asked the students what they would be learned that day. Most of the students shouted loudly. They answered notices.

After the teacher checked the students' readiness, she started the lesson. She showed some notices by using LCD. Then, she asked the students what the

notices are, what their functions and what places they could be found. The students looked so interested. The teacher explained to the students that there were many kinds of notices. It could be warning, prohibition, and instruction. She gave several examples for each of them. She repeated many times until all the students understood it.

After explaining the notices, the teacher moved to another activity. In the next stage, she implemented some actions that had been planned. They were: making new group work and applying Round Table Brainstorming.

a) Making New Groups

After modelling of the text stage, the teacher informed the students to work in group. However, the teacher told that the groups would be different from the first ones. The students looked happy because they would have a new group.

There would be eight groups. Each group would consist of 4 students and 3 students. The groups were still heterogeneous. Therefore, the researcher called eight students that had been selected in Cycle 1 to be the leader for each group in Cycle 2. Then, the rest of the students had their own right to choose with whom they would work in group.

The situation in the class was very noisy. The students looked enthusiastic when choosing the group. It took several minutes to form the new groups. The teacher helped the students in organizing their groups. The students were happy with their new groups.

b) Applying Round Robin Brainstorming

After the groups were formed, the teacher started the activity. She gave different notices for each group. Each group member would get a question related to the notices. She gave time for thinking the answer. After the “think time”, each group member was responsible to answer by writing their answer in the paper given. It still used round robin style in which the group members in order give their answer until the time called. After all the groups finished the task, they presented the result of their group discussion.

When doing the activity, most of the students could do this activity by themselves. They seldom asked the teacher. The teacher only gave a little guidance. The students showed good interaction and most of them were actively involved in this activity. They looked serious when doing the task. However, there were some groups that still found difficulties in doing the tasks. They often asked the teacher. The teacher always monitored the group discussion by visiting all the groups. There were also some students who tended to make noise. Then, the teacher warned them.

After all the groups finished the tasks, the teacher led the class discussion. Firstly, she offered some opportunities for each group to present their answers. Because there were some groups which had same notice. They could give feedback to each other. When the teacher offered the opportunities to present the answers, some of the groups raised their hands. Then, the teacher selected the group. When the group presented their result, the class was very silent. The students enthusiastically listened to their friends' answer. All the groups finally

got their turns to present the answers. However, there were some groups that had wrong answers. So the teacher explained the material once again.

After giving more explanation of the material, the teacher gave next task. She delivered the worksheet to each groups. She asked the students to do the tasks. She also asked the students to discuss it together with their groups. When the students did the task, the teacher walked around the class to check the groups' works. Sometimes, she helped several groups in accomplishing the tasks. After all the groups finished the tasks, the teacher conducted class discussion to check the groups' answers. Because the time was over, the teacher ended the lesson and she would continue it on Wednesday, 21st September 2011.

3) Third Meeting of Cycle 2

In the third meeting, after continuing the discussion of the second meeting, the teacher informed the students the next activities on that day. She motivated the students to keep enjoying the lesson by telling them that the next activity would be interesting and it was a kind of competition. The students looked happy. The activities that would be done in this meeting were Numbered Head Together and Make a Match game.

a) Applying Numbered Head Together (NHT)

Same as the Numbered Head Together activity in Cycle 1, when the all the students had sit in their own groups, the teacher gave four numbers (1-4) for each group. The students had understood what it is for. However, to avoid the domination of several students, the teacher and the observer changed the rule. In this activity, the students would work in pair first. They discussed the answers

with their pairs, then, they discussed with their group after the teacher asked them. In this activity, the teacher showed some notices. Then, she gave the “Read Time” for the students. After the “Read Time”, the teacher asked some questions. She asked the students to work in pairs. After the time for “Pairs Time” was over, she asked the students to check their pair work to their group. After that, to check the answers, the teacher called number 1 to 4 randomly to answer the question. The student who the number called by the teacher was responsible to answer the questions. In this activity, there was no domination as what happened in cycle 1. The students did not take long time to answer. They looked happy when they work in pairs first. The students showed good participation in this activity. They worked together with their pairs and their groups. They looked serious in doing the task.

b) Applying Make a Match game

The next activity was Make a match game. The teacher distributed the task for each group. Then, she explained the instruction of the task. The students paid attention to the teacher explanation. In this activity, the students had to match the correct places in where they usually find those notices, the correct meanings that notices contained and the appropriate notices by sticking the cards of those items to some situations. After that, the teacher asked them to the task. When doing the task, the students looked enthusiastic. They discussed with their group. Most of the students were actively involved in this activity. During this activity, the teacher visited all the groups to see the groups’ progress.

In doing this activity, the students looked very enthusiastic. They worked well in their group. They participated very well. As a result they could finish the task before the time. After all the groups finished the task, the teacher conducted class discussion. She asked each group to present their result of their discussion. The groups who finished it fast and all the answers were correct would be the winner. The group 4 was the winner in this game.

After applying Numbered Head Together and Make a Match game, the teacher move to the next stage. She asked the students to work individually. She gave some tasks for the students. After making sure that everyone in class finished the task, she conducted class discussion. She gave opportunities for the students to give their answers. In the end of the lesson, the teacher gave homework to the students. She asked the students to write three prohibitions, three instructions and three warnings.

(c) Reflection II

As stated in the previous cycle, reflection is needed to evaluate the actions implemented in the Cycle 2. In the reflection, the researcher emphasizes on the indicators of research success such as Participation, Communication, Cooperation, and Responsibility as the indicators of students' active involvement. From the implementation above, the result of Cycle 2 is presented below.

Table 14: The Number of the Students for Every Indicator in Cycle 2

Indicators	Cycle 2						
	Meeting 1		Meeting 2		Meeting 3		
	Ss	%	Ss	%	Ss	%	%
PARTICIPATION	15	48.39%	28	90.32%	30	96.77%	78.49%
COMMUNICATION	20	64.52%	25	80.65%	29	93.54%	79.57%
COOPERATION	28	90.32%	30	96.77%	30	96.77%	94.62%
RESPONSIBILITY	30	96.77%	30	96.77%	30	96.77%	96.77%

1) Making New Groups

From the observation of the research members, they found that the changing the group works was widely accepted by the students of the VIIC. The implementation of these new groups was successful. The students were happy when they had new group because they could select their own group. It can be seen from the following field note.

.....
Setelah guru menjelaskan tentang beberapa notices, guru menyuruh siswa untuk membentuk grup. Beberapa siswa mengatakan tidak jika grupnya sama seperti pertemuan sebelumnya. Tetapi ketika guru mmeberitahu bahwa kelompoknya akan berbeda, siswa-siswa tersebut pun menyambut dengan gembira terlebih setelah mereka tahu bahwa mereka bisa memilih group sendiri walaupun tetap sesuai dengan aturan dari guru.).....

After the teacher explained several notices, she asked the students to form groups. Some of the students said no if the groups were same with the previous meeting. **However, when the teacher told them that the groups would be different, they looked happy. Moreover, when they knew that they could select the groups by themselves although it still was based on the teacher's rule, they looked happier).....**

.....

Appendix D, Field note 14 (20/09/2011)

It is also supported by the following interview with the student.

Tuesday, September 20th 2011

R: Researcher; S: Student

- R : “*Seneng ga dik dengan group yang baru?*”
 (“**Were you happy with your new group?**”)
 S : “*Sangat senang mbak.*”
 (“**I was so happy Miss.**”)
 R : “*Yang membuat senang apa?*”
 (“**What makes you happy?**”)
 S : “*Group yang sekarang lebih aktif-aktif. Ga pada diem kaya yang kemarin.*”
 (“**My group members are more active than the previous ones.**”)

Besides that, all the students paid attention when the teacher explained the materials and when the teacher gave the some kinds of tasks to them. The students could do all the tasks and the teacher’s instruction. They also showed good responsibility when doing the exercises. Most of the students looked seriously discussed the task. With their new groups, the group members could improve their cooperation. They did the tasks together. It is indicated in the following field note.

.....
Siswa dapat menyelesaikan tugas tugas ini dengan tepat waktu. Selain itu siswa juga tidak banyak yang bertanya, setiap kelompok mampu bekerja sama untuk menyelesaikan soal dengan baik. Mereka ada yang bertugas untuk menulis jawaban, dan ada pula yang mencari jawabannya di buku dan kamus.

(The students could finish their tasks on time. Every group could work together to solve the task and they did not ask the teacher again. There were some students that had to write the answer and there were some students that had to look for the answer in the book and dictionary).

Appendix D, Field note 14 (20/09/2011)

The statements above are also supported by the interviews with the students below.

Tuesday, September 20th 2011

R: Researcher; S: Student

- R : *"Bagaimana group kalian tadi? Paling cepet atu paling lambat?"*
 ("How was your group?")
- S : *"Tadi kelompok saya paling cepet ngerjainnya mbak."*
 ("My group was the fastest Miss.")
- R : *"Oh ya? Trus tadi yang maju duluan kelompoknya siapa?"*
 ("Really? Whose group is the first one?")
- S : *"Ya kelompok saya."*
 ("It was my group.")
- R : *"Notice nya mudah dimengerti nggak?"*
 ("How about the notices, were they easy?")
- S : *"Lumayan gampang mbak, soalnya tadi dikerjain bareng."*
 ("Yes, because we did together.")

Besides the new groups improved students' cooperation and responsibility, it also improved communication among the group members. The students enjoyed having discussion with their new groups. They looked so relaxed when talking with their friends in a group. It is proven by the following interview.

Tuesday, September 20th 2011

R: Researcher; S: Student

- R : *"Gimana dik tadi groupnya? Menyenangkan kah?"*
 ("How was you group? Was it enjoyable?")
- S : *"Ya Mbak. Tadi enak dan santai banget mbak. Ga kaya kemarin."*
 ("Yes, Miss. **It was enjoyable and so relaxing.** It is different from yesterday.")
- R : *"Apa yang bikin beda dari yang kemarin?"*
 ("What makes it different?")
- S : *"Teman-temannya jauh lebih terbuka dari yang kemarin jadi enak mbak diajak diskusi."*
 ("My friends were friendly than the previous one so they are easy to involve in group discussion.")

2) Applying Round Robin Brainstorming

When doing this activity, the students did not seem confused again because they had done it before in cycle 1. In this activity, the students could divide the tasks very well. In this activity, each student had a question related to

the notice given. The purpose of giving a question for each student was to give them responsibility. By giving a question, a student would think about the answer. As result, this activity could encourage students' responsibility. It was improved compared to the number of the students who were responsible in Round Table Brainstorming in Cycle 1.

In this cycle, there was also an improvement on students' participation. Based on the reflection in Cycle 1, some of the students did not participate well. However, in cycle 2, the number of the students who participated actively was improved. It could be seen from their enthusiasm when doing group discussion and from their effort to answer the question they had. This statement was indicated in the following field note and the following interviews with the students.

.....

Setelah mereka mendapatkan pertanyaan, mereka langsung membuka pertanyaan itu. Mereka terlihat sangat serius. Kemudian setelah menyakinkan bahwa seluruh siswa telah mendapatkan soal, guru memberikan waktu 5 menit untuk berpikir. Siswa terlihat sangat antusias sekali. Ruang kelas yang tadinya ramai, kini menjadi sepi. Setelah 5 menit, guru menyuruh tiap ketua kelompok untuk memulai round robin style. Para ketua kelompok terlihat menulis jawaban mereka di worksheet. Kemudian mereka menyerahkan worksheet ke teman sebelahnya. Ada beberapa siswa yang hanya diam ketika mendapati worksheet itu. Tapi ada juga yang terlihat berpikir dan ada beberapa yang bertanya ke teman sebelah.

After they got the question, they directly opened the question. They looked so serious. Then, after making sure that everyone got the question, the teacher gave the students 5 minutes to think the answers. **The students looked very enthusiastic.** The class was very silent. After 5 minutes, the teacher asked the leader of each group to start the Round Robin style. The leader of each group wrote their answer on the worksheet. Then, they gave the worksheet to the friend next to them. **Some of the students were silent when getting the worksheet but there were some students who thought the answer and some students who asked the answers to their friends.**

Tuesday, September 20th 2011

R: Researcher; S: Student

- R : “*Gimana dik aktivitasnya tadi? Menyenangkan kah?*”
 (“How was the activity? Was it enjoyable?”)
- S : “*Ya Mbak. Tadi asyik tapi sulit mbak..*”
 (“Yes, Miss. **It was enjoyable** but it was also difficult for me.”)
- R : “*O iya??? Apa yang bikin asyik dik? dan apa yang bikin sulit?*”
 (“Really??? What makes it enjoyable? And what makes it difficult for you?”)
- S : “*Asyiknya karena harus cepet-cepet jawab dan ikut mikir juga karena dapat soal. Dan yang bikin sulit itu saya jawabannya mbk. Jadi tadi sering tanya temen.*”
 (“**It was enjoyable because I had to answer quickly and I could participate because I got the question. And what makes me difficult was the answer. I always asked my friends.**”)

Round Table Brainstorming also could improve students’ cooperation.

They helped their friends when finding the difficulty. When there were some students that had to write the answer and to check it, the other students looked for the words in dictionary. The students also could improve their communication in this activity. They looked seriously in group discussion.



Picture 4. The students discussed the answer seriously.

3) Applying Numbered Head Together

The implementation of this activity in Cycle 2 was successful compared to its implementation in the cycle. There was improvement in students’ active

involvement. The students looked very enthusiastic when doing this activity. Almost all the students participated actively in this action. They answered the questions enthusiastically even they gave their opinions if their answers were different. There was no domination showed by the smart students in the Cycle 2. All the students had same right to share or to show their participation. There was also improvement on students' communication during the group discussion in this activity.

In this activity, the students worked in pairs first. They had bigger responsibility than the previous NHT activity in cycle 1. They showed good responsibility in which each of them had to finish the task before they compare it to their group. Through this activity, they felt easy to do the task because working in pairs helped them in doing the task and comparing the answer to the group made them sure of their answer. Therefore, when the teacher called their number, they were ready to answer. This statement was proven in the following interviews.

Wednesday, September 21st 2011

R: Researcher; S: Student

- R :*"Gimana dik menurutmu aktivitas yang kerja berpasangan dulu baru dengan group? membuatmu mudah ga dalam mengerjakan soal?"*
 ("What do you think about the activity in which you worked in pairs first then with your group? Did it help you in doing the exercises?")
- S :*"Iya mbak. Bikin lebih mudah."*
 ("Yes, Miss. It makes easier.")

Wednesday, September 21st 2011

R: Researcher; S: Student

- R :*"Tadi siap ga dik ketika ditunjuk guru?"*
 ("Were you ready when the teacher called you?")
- S :*"Iya mbak. Sangat siap."*
 ("Yes, Miss. I was very ready.")

- R : *“Wah, hebat neh...yang bikin siap apa? Yang minggu lalu kan ga jawab jawab waktu ditunjuk? Inget kan?”*
 (“Wow..You are so great. What makes you ready? Because last week you were silent when the teacher pointed you? Still remember?)”
- S : *“Ya karena dikerjain berdua dulu terus dikoreksi ma temen kelompok. Jadi tahu jawab yang bener mbak.”*
 (“It was because we worked in pairs first. Then, the answers were corrected by my friends. So I know the correct answers Miss.”)

When doing the activity, the students showed good cooperation. They helped each other. Moreover, when they worked in pairs, they could work cooperatively. They encouraged each other in accomplishing the task. Almost all the students worked cooperatively.. It was only one student who did not join the activity because he was absent in that day. The number of the students who were responsible in doing the task given was also improved. It could be seen from their behavior when doing the exercises. They worked seriously. Nobody disturbed the other groups or made noisy. They also showed their responsibility by answering the questions when their numbers were called. It was quite different with the NHT activity in Cycle 1. In Cycle 1, some students did not answer the question when their numbers were called.



Picture 5. A student wrote his answer when the teacher called his number.

4) Applying Make a Match

The last action in Cycle 2 was Make a Match game. In this action, the students had a competition. Each group had to work hard in order to be the winner. The students had to match the correct places in where they usually find those notices, the correct meanings that notices contained and the appropriate notices by sticking the cards of those items to some situations. The students were very enthusiastically when doing this game. It could be seen from the picture.



Picture 6. The students were enthusiastic when sticking the picture

The students worked together to accomplish the task as well. This action could encourage students' participation. There were only two students who did not participate. The first one was absent and the second one was sick. There was also improved on students' communication. During the action, almost all the students talked to their group in order to do the task. They discussed the task seriously. This statement was supported by the field note 9 and interviews.

.....
Hampir semua siswa terlihat antusias sekali menngerjakan soal. Mereka berdiskusi dengan group mereka. Tidak tampak siswa yang ramai atau mengganggu group lain. Mereka terlihat fokus dengan group mereka. Para siswa saling tolong menolong untuk menyelesaikan tugas dengan baik karena mereka ingin menjadi juara.

(Almost all the students looked enthusiastic when doing the exercises. They discussed seriously with their groups. No one made noise or disturbed the other group. They also helped each other to finish the task because they wanted to be the winner)

Appendix D, Field note 15 (21/09/2011)

Wednesday, September 21st 2011

R: Researcher; S: Student

R : *"Gimana dik tadi game nya? Menyenangkan?"*
 ("How was the game? Was it enjoyable?")

S : *"Ya, mbak."*
 ("Yes, Miss.")

R : *"Tadi ikut ngerjain ga?"*
 ("Did you participate when doing the game?")

S : *"Semua kelompok saya ngerjain semua mbak."*
 ("All group members did it Miss.")

R : *"Ingin menang ya?"*
 ("Did you want to be the winner?")

S : *"Iya biar dapat nilai plus."*
 ("Of course. We wanted to get plus mark.")

Wednesday, September 21st 2011

R: Researcher; Ss: Students

R : *"Tadi groupnya menang to?seneng ga?"*
 ("Your group is the winner, right? Are you happy?")

S : *"Yaaa Mbak. Seneng banget."*
 ("Yes, Miss. We are so happy?")

R : *"Yang bikin menang apa sih?"*
 (What makes you win this game?)

S : *"Soalnya mudah dan kita ngerjain bareng mbak. Semuanya kerja. Jadi kita paling cepet dan hasilnya bener semua."*
 ("The task was very easy and we did it together. All the group members did it. So we became the fastest and the result was totally correct.")

Based on the interview above, it could be seen that the students worked cooperatively with their friends. They helped each other when doing the task.

There was improvement on the number of the students who cooperated with their friend. They divided the job. When there were some students wrote the answer, the other students looked for the meaning in dictionary. This picture below showed students' cooperation when doing the task.



Picture 7. The students worked together in Make a Match game

There were 30 students or 96.77% students who worked cooperatively. Besides that, the students looked more responsible when doing the task. They did it quickly. There were 30 students or 96.77% students who were responsible when doing the task. They did the task well and they did not disturb each other when doing the task. These statements are supported by the following interview with the English teacher.

Wednesday, September 21st 2011

R: Researcher; ET: English Teacher

R :”*Terus menurut ibu bagaimana dengan actions-actions yang saya aplikasikan di cycle ini?*”

(“What did you think about applying all the actions in this cycle?”)

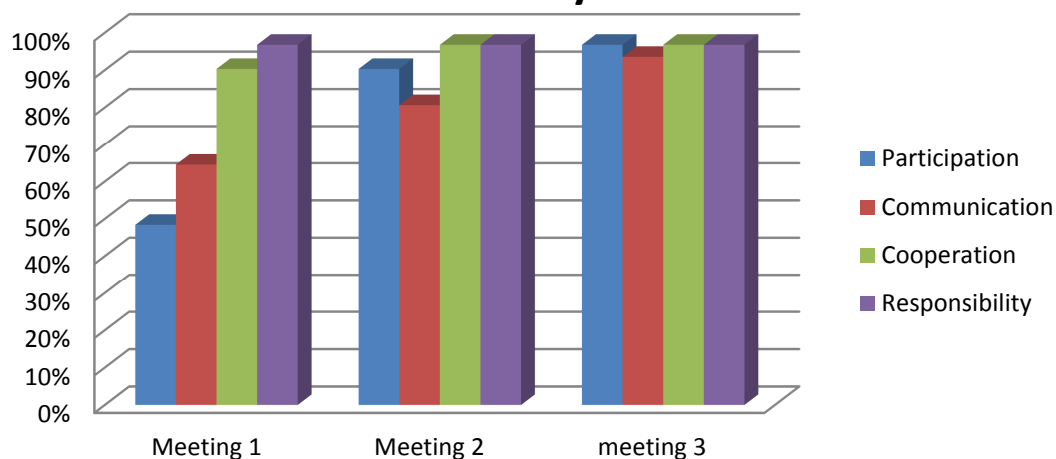
ET :”*Menurut saya ini tambah membuat siswa lebih aktif mbak, mereka juga terlihat senang tadi dalam pelajaran.*”

(“I think those activities made the students more active. Besides, they seemed more enthusiastic in the teaching-learning process.”)

(d) Finding of Cycle 2

Based on the reflection, it could be concluded that the group works and applying cooperative learning activities in the Cycle 2 were successful to improve students' active involvement. It was shown the reflection of the Cycle. The researcher found that students were more enthusiastic in doing the tasks in cycle 2. The students were involved in most of the reading activities. They showed good participation and cooperation when doing the task. They also showed good responsibility in doing the exercises given. Moreover, through group works, they could interact with their friends, so that the interaction among the students was improved. Those indicators could be used as the tool to measure whether there was an improvement on students' active involvement or not. Furthermore, most of the students were able to do the tasks correctly as well. It could be used as the tool to measure whether the students could comprehend the texts easily or not. All of the results in Cycle 2 can be seen in the following charts.

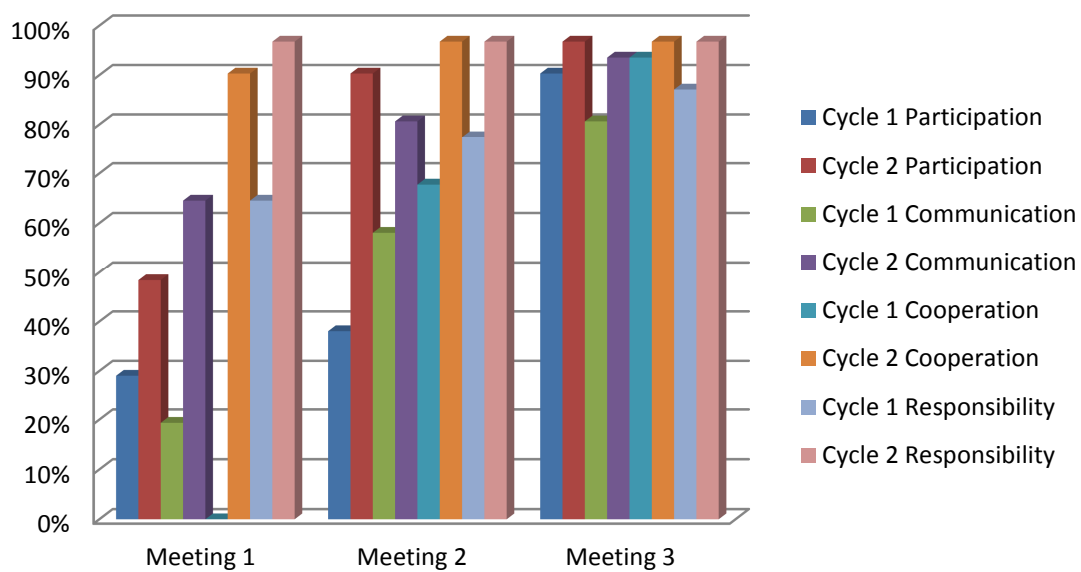
The Number of the Students for Every Indicator in Cycle 2



2. General Finding

Over all, the difference between the result of Cycle 1 and the result of Cycle 2 can be seen in the following chart:

The Result of Cycle 1 and Cycle 2



The chart above shows that the numbers of the students for each indicator in Cycle 2 are improved. However, there was a problem occurred during the Cycle 1. There were some students who still passive during the teaching and learning process but the number of passive students had been decreased.

The following table presents the general findings of Cycle 1 and Cycle 2.

Table 15: Research Result

Problems	After Cycle 1	After Cycle 2
The interaction was low.	Most of the students communicated intensively in group and class discussion.	Almost all the students communicated intensively in group and class discussion.
The students felt bored in the teaching and learning process.	The students enjoyed the teaching and learning process of reading.	The students not only enjoyed the teaching learning process of reading but also increased their involvement.
The students had difficulties in comprehending English texts.	Most of the students still found difficulty in finding the meaning of some English words and answering the comprehension questions so that they always asked to the teacher.	Only few students who asked the teacher about the meaning of the words found in English texts. Most of they could answer reading comprehension questions correctly
The students did not actively involve in the activities	There were still some students who were afraid and shy to involve in discussion activities.	There were no students who were afraid and shy again to involve in discussion activities. They all got involve actively in the discussion activities.

Therefore, based on the result above, the researcher and the English teacher agreed that the activities implemented were successful to improve

students' active involvement. Since the objective of the research was achieved, the researcher and the English teacher agreed to end the research in this cycle.

B. Discussion

English as a foreign language means English has a function as a foreign language in countries where English is not the official language, but it may still have a significant role to play. It can be as an important school subject and it is needed by people who work in business, tourism, and other sections for public services. Therefore, the learners who use English within the environment of the place in which English is the foreign language have little opportunities to use it to interact with the society.

In learning English as a foreign language, the learners do not use this language to communicate outside classroom, the learners should be provided with opportunities to use it through classroom activities. Besides that, the teacher also gave the best for the teaching by considering the twelve characteristics of effective teaching. The effective teaching considers some characteristics including preplanned curriculum to guide instruction; high expectation for student learning; students-oriented; clear and focused instruction; monitoring of learning progress; reteach when there are students who do not understand; class time; smooth and effective classroom routines; instructional group formed fit the instructional needs; high standard of classroom behavior; positive interaction between teacher and students and incentives and reward to promote excellence.

Related to the teaching of reading, the teaching of reading should cover the students' academic goal and it also gives students experiences to use their

skills in real-life activities. To cover those goals, in this research, the teacher used Genre-Based Technique consisting of five stages of teaching: Building Knowledge of the Field, Modelling and Deconstruction of the Text, Joint Construction of the Text, Independent Construction of the Text, and Linking related text and provided cooperative learning activities.

In the Building Knowledge of the Field stage, the teacher introduced the social context of the model of the text type being studied to the students. Then, the students could explore the features of general cultural context in which the text type is used and the social purpose the text type achieves. At last, they could explore the immediate context of a situation by investigating the register of a model text which has been selected on this basis of the course objective and students' needs.

This stage also can be said as the stage in which the teacher helps the students to activate their background knowledge. This stage is in line with the current reading process that is interactive process. This model fills the gap between two models since it emphasize both letters and background knowledge; that is, the process of constructing meaning from the print of the bottom-up model and the process of using background knowledge of the top-down have a place in the interactive model.

In modeling and deconstruction of the text stage, the teacher presented the materials and helped the students to investigate the structural pattern and language features of the model. Related to teaching of reading, in this stage, the teacher followed the principle of teaching reading that the process of teaching

reading should help the learners to develop the reading skills and knowledge needed for effective reading. The process of teaching reading worked on the micro-skills of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary, and grammar. Besides reading skills and language features, the students were given the reading strategies including previewing, predicting, posing questions, connecting to background knowledge, guessing meaning from context, etc. Therefore, in this stage, the teacher modeled how to develop reading micro-skills and how to use reading strategies.

In Joint Construction of the Text, the students began to contribute to the constructions of the whole examples of the text type and the teacher gradually reduces the contribution to the text construction. At this stage also the teacher formed the students in group so that the students worked together with their friends to accomplishing the tasks. In this stage, the teacher applied cooperative learning activities.

In Independent Construction of the Text, the students worked individually with the text and students' performances are used for achievement assessment. In reading class, the activities at this stage were comprehension activities including answering questions, identifying true and false statements based on the text, matching correct description to the pictures, etc.

Therefore, to improve student's active involvement and to achieve the goals of teaching of reading, the teacher should give the students activities which encourage them to be actively involved in the teaching and learning process of

reading. Some of the activities that can be used to encourage the students' active involvement are cooperative learning activities.

In Cooperative Learning, the teachers place students in small teams/groups. The teams/groups formed are heterogeneous-made up of high, average, and low achievers, boys and girls, and students of different ethnic groups. Cooperative learning in this context is possible to raise the achievement of all students in the learning activities.

The findings of the study showed that cooperative learning activities such as Round Table Brainstroming, Numbered Head Together, and Make a Match activities could improve students' active involvement in reading class consisting of four indicators, namely participation, interaction, cooperation and responsibility. It also could create enjoyable classroom environment in which the teaching and learning process could run lively, communicatively and interactively.

The two cycles in this action research were completely done. The research began on August 9th and ended on October 8th 2011. In both cycles, the teacher implemented group work and cooperative learning activities such as Round Table Brainstorming, Numbered Head Together, and Make a Match game. In Cycle 1 there were successful and unsuccessful activities but in Cycle 2 all the activities were successful to improve students' active involvement. It can be seen from students' behavior, students' opinion, and teacher's opinion about the actions. They are presented as follows.

1. The design of action in Cycle 1

In Cycle 1, the teacher implemented group work and cooperative learning activities. There were three meetings in this cycle. In the all meetings, the teacher implemented group work and cooperative learning activities completely. It was used in order to make students active and enjoy in the teaching and learning processes of reading.

a. The successful actions

- 1) The group work prevented the students from getting bored during the teaching and learning process of reading.
- 2) The goals of applying cooperative learning strategy in Cycle 1 were successful to vary the teaching activity in the class. Students felt happy, they enjoyed doing the task. The class condition was more active.
- 3) The students more actively involved in the activities. They showed good participation when doing the task. The interaction between the teacher and the students and among the students was better than before. When doing the group work, the students worked cooperatively. They helped each other to accomplish the task and they also showed good responsibility in doing the exercises given.

b. The unsuccessful actions

- 1) The discussion of some groups did not run well because some of the students in those groups did not like the group.
- 2) There were some students who dominated the group. They did the task by themselves rather than discussed with their group members.

- 3) The class discussion was not successful yet because there were still some students who were afraid of answering the questions. They were shy if their answers were wrong.

2. The design of action in Cycle 2

In Cycle 2, the researcher still implemented group work and cooperative learning activities such as Round Robin Brainstorming but there were some changes in this action. First, the teacher changed the group. In the Cycle 1, she chose eight students who had good rank as the leaders of the groups. Then, she asked the other students to count 1 up to 8. The students who had same number would be in one group. However, in Cycle 1 the teacher found that most of the students did not enjoy and enthusiastic when working in those groups so that the discussion in those groups could not run well. They tended to talk with other groups even they did not actively involve when doing the task in their group. Therefore, in Cycle 2, the teacher changed the way of forming the groups. She still selected eight students who had good rank as the larders and for the other students, she asked them to join the group they liked. Second, the teacher modified the application of Numbered Head Together. The teacher did this because in Cycle 1 the teacher found that when doing the Numbered Head Together activity, there were some students who dominated the activity. They always answered questions although it was not their responsibilities to answer. As a result, there were many students were afraid of answering the questions. They were shy if their answers were wrong.

In this cycle, all the actions were successful. Through changing the group work and modifying Numbered Head Together activity, it made the students active and happy. They could enjoy the teaching and learning process. As a result, the students' involvement increased although there were some students who passive. However, overall, the process of reading teaching and learning could run well.

The discussion of each indicator is as follows.

1) Cooperative learning and Student' Participation

In Cooperative Learning, the students are active participants. The students are endowed with more opportunities to actually give their contribution such as their opinions, their answers, and their ideas through many student-centered activities. Therefore, three of cooperative learning activities which emphasized on students-centered activities also encourage the active roles of the students.

Related the four indicators of students' active involvement, cooperative learning activities encourage the students to improve their participation when doing the classroom activities, their cooperation among the student, their interactions among the students and their responsibility toward their learning.

Cooperative learning activities can improve students' participation. Round Table Brainstorming, Numbered Head Together, and Make Match activities encourage the students to participate actively for example they are given opportunities to share their ideas, their opinions and their knowledge to everyone in their groups and class.

2) Cooperative Learning and Student' Interaction

Cooperative Learning activities also can improve students' interaction. Cooperative Learning promotes face-to-face interaction among the students within which they promote each other's learning and success. Such interaction helps to promote orally explaining how to solve problems, teaching one's knowledge to other, checking for understanding, discussing concepts being learned, and connecting present with past learning.

3) Cooperative Learning and Student's Cooperation

Round Table Brainstorming, Numbered Head Together, and Make Match activities also improve students' cooperation and responsibility. Through Cooperative Learning activities, the students are encouraged to work together with their friend in groups to accomplish the tasks given.

In its process, the learning activities are designed to improve students' cooperation and independence in comprehending the materials. Moreover, students are trained to learn actively because they should involve in the learning activities. The cooperation occurs when the students perceive that the success of one depends on the success of the other. Whatever task the students are given to perform, each group member must feel that his or her contribution is necessary for the group's success. To be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and

small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together.

4) Cooperative Learning and Student' Responsibility

Cooperative learning activities can improve student's responsibility toward his/her own learning and his/her group learning. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

5) Cooperative Learning and the Teacher's Roles

Besides cooperative learning improves students' active involvement including four indicators such as participation, communication, cooperation, and responsibility Cooperative Learning activities also maximizes the roles of the teacher. In the teaching and learning process, the teacher not only as the informer who gives a lot of information of the material all the time but they can have another role that supports the their teaching.

In this research, the teacher applied Genre-based technique when she taught reading. When teaching reading, she gave several strategies for the students such as predicting, scanning, skimming, and guessing meaning from the context. Those strategies were effective to help the students to comprehend the English texts. She also used grouping technique in order to improve students' interaction, participation, cooperation and responsibility toward their own learning. Besides that, the teacher also showed that she was not only as the informer, but she had

been the manager, the involver, the facilitator, and the gatekeeper. She gave opportunities for the students to participate actively in the teaching-learning process. She also encouraged them to be actively involved in class and group discussion. She also became the facilitator because during the classroom activities, she always visited the groups one by one. Therefore, she could create more interactive and communicative classroom atmosphere.

Related to the students, most of the students showed good improvement. More than 75% of the students were actively involved in the teaching-learning process of reading. They showed good participation and cooperation during group discussion. They also interact with their friends when doing the activities. They also showed their responsibility when doing the activities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusion, implication and suggestion. The explanation of each point is presented below.

A. Conclusions

In reference to the data analysis in this research, the use of the Cooperative Learning is believed to be effective to improve the quality of the teaching-learning process of reading. The researcher obtained some results as follows.

1. The students can maximize their involvement including four indicators, namely participation, communication, cooperation, and responsibility in the teaching-learning process. The improvement of students' active involvement can be seen from the average number of students who fulfilled the indicators of successful research. In Cycle 1, the percentage for participation is 60.21%, for communication is 52.68%, for cooperation is 53.76%, and for responsibility is 76.34%. In Cycle 2, the percentage for participation is 78.49 %, for communication is 79.57%, for cooperation is 94.62%, and for responsibility is 96.77%.
2. The activities in the Cooperative Learning give opportunities for the students to be actively involved in the teaching-learning process.

3. The activities in the Cooperative Learning lead the students to use reading strategies that are beneficial to help them in comprehending the texts.
4. The teaching-learning process of reading is enjoyable, interactive, communicative, and full of encouragement
5. The teacher's domination during the teaching-learning process can be minimized and her roles in the class can be maximized not only as the informer but also as the manager, the facilitator, the resource, and soon.

B. Implications

The results of the research give some implications to the research members. The implications of the actions were as follows.

1. The use of Cooperative Learning could improve students' active involvement including four indicators, namely participation, communication, cooperation, and responsibility because Cooperative Learning is a kind of teaching strategy that maximizes students' involvement and promotes interaction, cooperation and responsibility toward their own learning and group learning. It implies that the teacher needs to use Cooperative Learning in order to improve students' active involvement.
2. The use of Cooperative Learning drives the teacher to give a lot of opportunities for the students to participate actively in the teaching-

learning process. It implies that the teacher needs to use Cooperative Learning in order to provide a lot of opportunities for the students to be active.

3. The use of Cooperative learning led the students to use reading strategies that are beneficial to help them in comprehending the texts. It implies that the teacher needs to use Cooperative Learning activities which lead the students to use reading strategies.
4. The use of Cooperative Learning could make the teaching-learning process enjoyable, interactive, communicative, and full of encouragement. It implies that the teacher needs to use Cooperative Learning because it can help the teacher to create enjoyable, interactive and communicative atmosphere in the teaching-learning process.
5. The use of Cooperative Learning could minimize the teacher's domination because it relies much on students' activities in which they work together with their friends in group in order to achieve their learning goal successfully. It implies that the teacher needs to use Cooperative Learning to promote students' learning.

C. Suggestions

After conducting this research, the researcher offers several recommendations for the English teachers and other researchers. The recommendations are presented below.

1. For the English teachers.

It is essential for the teacher especially the English teachers in SMPN 1 Paliyan to improve the quality of the teaching-learning process. The teacher needs to use an appropriate teaching strategy that promotes students' active involvement in reading class. It is very useful for them to use the Cooperative Learning in teaching reading.

2. For other researcher.

It is necessary to follow up this study in order to find more actions to improve students' active involvement. It is also possible for other researchers to conduct this study in other schools. Therefore, the other researchers who conduct similar research need to be well-prepared, so the research can run well.

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COURSE GRID

School : SMP
 Grade : VIII/ I
 Subject : English
 Semester : 1
 Standard Competency : 5. Reading

Comprehending the meaning of the functional text and simple essay in the form of descriptive and recount text.

Basic Competency	Materials	Teaching-Learning Activities	Indicators	Evaluation			Time allocation	Sources
				Techniques	Instruments	The examples of instruments		
5.3 Responding to the meaning and rhetorical steps in the simple essay in the form of descriptive texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.	Descriptive Texts: The Sydney Opera House The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.....	BKOF: 1) The teacher shows some pictures of tourist resorts around the world such as Prambanan temple, Eifel Tower, Borobudur temple, Parangtritis Beach, Colloseum, Pisa Tower, etc. 2) The teacher asks some questions related to the pictures such as “Do you know this	1) Students are able to identify and produce new vocabulary used to describe tourist resorts. 2) Students are able to identify the topic of the texts.	Written Test	Completing the blank box with appropriate vocabulary	Attached	5x40 minutes	<i>Scaffolding English for Junior High School Grade VIII</i>
				Written Test	Answering reading comprehension questions (Essay)	Attached		

	<p>Borobudur Borobudur is one of the greatest Buddhist monuments in the world. It is one of the most interesting tourist resorts in Indonesia. It was built in the ninth century.....</p> <p>Generic Structure of the Descriptive Text</p> <ul style="list-style-type: none"> - Identification - Description 	<p>place? Have you ever visited this place? Where is it located? What can you find in this tourist resort? Etc.</p> <p>MOT:</p> <p>1) The teacher gives an example of descriptive text of “The Sydney Opera House” to the students. 2) The students get a descriptive text of “The Sydney Opera House”. 3) The teacher asks the students to read first the descriptive text of “The Sydney Opera House” 4) The students read the “The Sydney Opera House” text. 5) The teacher gives explanation about the descriptive text in the text of “The Sydney Opera House.</p>	<p>3) Students are able to find the specific information from the texts.</p> <p>4) Students are able to find the detail information from the texts.</p>	<p>Written Test</p> <p>Written Test</p>	<p>Answering reading comprehension questions (Essay)</p> <p>Identifying True/False statements.</p> <p>Matching pictures with its description.</p> <p>Answering reading comprehension questions (Essay)</p> <p>Identifying True/False statements.</p>	<p>Attached</p> <p>Attached</p> <p>Attached</p> <p>Attached</p> <p>Attached</p>		
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		<p>6) The teacher teaches some strategies how to the topic of the text, find specific information from the text, and the detailed information of the text.</p> <p>7) The students practice how to use the strategies.</p> <p>8) The teacher asks the students to find the topic of the text, specific information, and the detailed information of the text by answering the questions from the text of “The Sydney Opera House”.</p> <p>JCOT:</p> <p>1) The teacher divided the students into eight groups.</p> <p>2) The students sit in their groups.</p> <p>3) The teacher does</p>			Matching pictures with its description	Attached		
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		<p>Round Robin</p> <p>Brainstorming activity in which she delivers a worksheet to the students and she asks the students to list some vocabulary related to the picture of Borobudur Temple. Each student in group is responsible to find at least a word completed with its meaning and its part of speech.</p> <p>4) The students accomplish the task in Round Table style in which the leader of the group starts first to write the answer and then in order the other members of the group give their answers until the time is called.</p> <p>5) After the students finish Round Table Brainstorming activity, the teacher conducts</p>						
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		<p>class discussion to discuss the result of each group.</p> <p>6) The teacher conducts Numbered Heads Together activity in which each student in group will have their own number start from 1 until 4. The rule of the activity is when the number is called, the student who has the number is responsible to answer the question given by the teacher.</p> <p>7) The teacher the text of “Borobudur Temple”.</p> <p>8) The teacher asks the students to do some exercises in their groups.</p> <p>9) The students work together with their groups to do the tasks.</p> <p>10) After the students finish the task, the teacher checks the</p>						
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		<p>group's work by calling out the student based on their number (1,2,3 or 4) For example the teacher calls out a number (two) and each two is asked to give the answer.</p> <p>11) The teacher asks the students to do the last group activity. It is Make a Match.</p> <p>12) The students match the correct pictures to the correct descriptions.</p> <p>13) The teacher conducts class discussion to check the groups' answers.</p> <p>ICOT:</p> <p>1) The teacher gives some words in the box related to the text of "Keukenhof Flower Garden".</p> <p>2) The teacher, then, asks the students to</p>						
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		<p>match the words with its meaning by giving an arrow individually.</p> <p>3) The students do the exercise individually.</p> <p>4) Teacher gives a descriptive text of “Keukenhof Flower Garden” for each student.</p> <p>5) The students read and comprehend the text of “Keukenhof Flower Garden”.</p> <p>6) The teacher asks the students to answer essay questions individually to find the specific information and detailed information of the text.</p> <p>7) The students answer the essay questions individually.</p> <p>8) Based on the text of “Keukenhof Flower Garden”, the teacher asks the students to identify True/ False</p>						
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		<p>statements and to correct the false statement.</p> <p>9) The students identify True/ False statements and to correct the false statements individually.</p> <p>10) The teacher asks the students to match the pictures to its description individually.</p> <p>11) The students match the pictures to its description individually.</p> <p>Linking related text:</p> <p>The teacher asks the students to find the similar text from magazines, newspapers or any sources.</p>						
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COURSE GRID

School : SMP
 Grade : VIII/ I
 Subject : English
 Semester : 1
 Standard Competency : 5. Reading

Comprehending the meaning of the functional text and simple essay in the form of descriptive and recount text.

Basic Competency	Materials	Teaching-Learning Activities	Indicators	Evaluation			Time allocation	Sources
				Techniques	Instruments	The examples of instruments		
5.2 Responding to the meaning and rhetorical steps in the simple short functional texts in the form of notice texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.	Notices Welcome to Happy Lake Garden Open : Monday to Friday: 9 a.m. to 6 p.m. Saturday and Sunday : 9 a.m. to 8 p.m. Admission: Monday to Friday : Free Saturday and Sunday : Adults Rp. 5.000,- Children under 12 Rp. 3.000,-	BKOF: 1) The teacher reviews the previous materials and relates it to the new one. The previous material is about Tourist attractions. The teacher asks the students when they go to the tourist resort such as Parangtritis Beach, what notices they find there? 2) The teacher shows some notices and asks the students what	1) Students are able to recognize the written notices 2) Students are able to identify the purposes of the written notices.	Oral test	Mentioning the notices that are showed by the teacher	Attached	5x40 minutes	Scaffolding English for Junior High School Grade VIII
				Written Test	Answering reading comprehension questions (Essay)	Attached		
				Written Test	Identifying the true and	Attached		

	<p>Rules for visitors</p> <ol style="list-style-type: none"> 1. Do not litter. Throw your food wrappings, sweets wrappings, cigarette butts etc. into the rubbish bins that are placed all over the park. 2. Do not pick the flowers in the park. 3. Do not swim in the lake. 4. Do not fish in the lake on any other day except Sunday. 5. Picnics are allowed only on Saturdays and Sundays. 6. The management will not be responsible for any loss or damage to personal belongings. 7. All visitors must leave the park at the scheduled time <p>Prohibition:</p>	<p>notices they are.</p> <p>MOT:</p> <ol style="list-style-type: none"> 1) The teacher gives explanation about the notices. 2) The teacher gives several examples of notices including warning, prohibition, and instructions. 3) The teacher check the students whether they can understand the text or not by asking questions related to the notices such as what is the notice about?, where can it find?, what is the meaning of the notice? <p>JCOT:</p> <ol style="list-style-type: none"> 1) The teacher forms new groups. 2) The teacher asks the students to work in their new groups. 	<p>3) Students are able to identify the meaning of the written notices.</p>	<p>Written Test</p> <p>Written Test</p> <p>Written Test</p> <p>Written Test</p>	<p>false statements based on the text.</p> <p>Matching the situations to the correct notices, places, and meanings.</p> <p>Answering reading comprehension questions (Essay)</p> <p>Identifying True/False statements.</p> <p>Matching the situations to the correct</p>	<p>Attached</p> <p>Attached</p> <p>Attached</p> <p>Attached</p>		
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	<p>No Littering</p> <ol style="list-style-type: none"> 1. 2. Do not pick the flowers in the park. 3. Do not swim in the lake. <p>Instruction:</p> <div data-bbox="423 644 600 769"> <p>NOTICE</p> <p>WASH HANDS BEFORE RETURNING TO WORK</p> </div> <p>2. Keep silent</p> <p>Warning:</p> <div data-bbox="423 970 663 1163"> <p>DANGER</p> <p>ACID</p>  </div>	<p>3) The teacher asks the students to do Round Table Brainstorming activity in which the students have to complete the web.</p> <p>4) The teacher evaluates the students' works by conducting class discussion.</p> <p>5) The teacher asks the students to do Numbered Head Together activity.</p> <p>6) The teacher gives a text. Then she asks the students to answer the questions. However, in this activity the students work in pairs first. Then, after working in pairs, they compare the answer to the group.</p> <p>7) The students work in pairs first to do the task and then they compare their answer to their group.</p>	<p>4) Students are able to mention in what places they find the written notices</p>	<p>Written Test</p> <p>Written Test</p> <p>Written Test</p>	<p>notices, places, and meanings.</p> <p>Answering reading comprehension questions (Essay)</p> <p>Identifying True/False statements.</p> <p>Matching the situations to the correct notices, places, and meanings</p>	<p>Attached</p> <p>Attached</p> <p>Attached</p>			
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		<p>8) After the students finish the task, the teacher checks the group's work by calling out the student based on their number (1,2,3 or 4) For example the teacher calls out a number (two) and each two is asked to give the answer.</p> <p>9) The teacher gives the students activity "Make a Match". The teacher prepares pictures of places, the notices, and meanings of each notice.</p> <p>10) The teacher asks the students to match the situations to its appropriate notices, places and meanings.</p> <p>11) The students the situations to its appropriate notices, places and meanings.</p> <p>12) The teacher conducts the class discussion to check</p>						
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		<p>students' answers.</p> <p>ICOT:</p> <ol style="list-style-type: none"> 1) The teacher gives a text that contains several notices. 2) The teacher, then, asks the students to do the exercises individually. 3) The students do the exercise individually. 4) The teacher conducts class discussion to check the students' answers. <p>Linking to related text:</p> <p>The teacher asks the students to find the similar text from magazines, newspapers or any sources.</p>						
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LESSON PLAN

School	: SMP
Subject	: English
Grade/ Semester	: VIII/ 1
Text Type	: Descriptive text
Skill	: Reading
Time Allocation	: 5x 40 minutes (3 meetings)
Cycle	: 1

A. Standard of Competences :

5. Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.

B. Basic Competency :

5.3 Responding to the meaning and rhetorical steps in the simple essay in the form of **descriptive** texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.

C. Learning Objectives

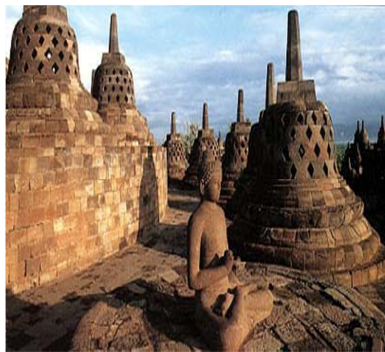
At the end of the lesson, students are able to comprehend all the information in the descriptive texts.

D. Indicators

- a. Students are able to identify and produce new vocabulary used to describe tourist resorts.
- b. Students are able to identify the topic of the texts.
- c. Students are able to find the specific information from the texts.
- d. Students are able to find the detail information from the texts.

E. Materials

1. Pictures of some tourist resorts



2. Descriptive Texts:

- Texts entitled “The Sydney Opera House”, “Borobudur”, and Taronga Zoo

The Sydney Opera House

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.

The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25.000 people.

The Opera House is a place for large theatrical productions. It is home of Opera Australia, the Sydney Theatre Company and the Sydney Symphony. There are five theatres in Sydney Opera House. There are also five rehearsal studios that usually used to dance, play, etc. practice to prepare for a performance, two main halls, four restaurants, six bars, and many souvenir shops. The design of Opera House is very unique. The roof looks like giant shells.

Besides for theatrical productions, the Opera House is also used for other functions. Many people can use it as the place for wedding, parties, and conferences.

Borobudur Temple

Borobudur is one of the greatest Buddhist monuments in the world. It is one of the most interesting tourist resorts in Indonesia. It was built in the ninth century. Founded by a king of the Syailendra dynasty, it was built to honour the glory of both the Buddha and its founder, a true king Bodhisattva. The name Borobudur is believed to have been derived from the Sanskrit words *vihara Buddha uhr*, meaning the Buddhist monastery on the hill.

Borobudur temple is located in Muntilan, Magelang, Central Java. It is about 42 km from Yogyakarta city. It has 2.672 reliefs and 504 Buddha statues. The reliefs illustrate the journey of pilgrims to three levels in Buddhist cosmology. Those three levels are Kamadhatu, Rupadhatu, and Arupadhatu. Borobudur is still used for pilgrimage. Once a year Buddhists in Indonesia celebrate Vesak there.

3. Reading Strategies

Reading Strategies

1. Skim the text for main topic

Skimming consists of quickly running one's eyes across a whole text for its main topic. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

2. Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercise may to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The procedure to do scanning:

- a) Keep in mind only the specific information to be located.
- b) Decide which clues will help to find the required information.
- c) Move the eyes as quickly as possible down the page to find the clues.
- d) Read the section containing the clues to get the information needed.

F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)
- 5) Linking to related text.

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. The teacher leads the prayer
- c. The teacher checks students' attendance

2. Main Activities

a. BKOF

- 1) The teacher shows some pictures of tourist resorts around the world such as Prambanan temple, Eiffel Tower, Borobudur temple, Parangtritis Beach, Colloseum, Pisa Tower, etc.
- 2) The teacher asks some questions related to the pictures such as "Do you know this place? Have you ever visited this place? Where is it located? What can you find in this tourist resort? Etc.
- 3) The students ask the questions from the teacher.

b. MOT

- 1) The teacher gives an example of descriptive text of "The Sydney Opera House" to the students.
- 2) The students get a descriptive text of "The Sydney Opera House".
- 3) The teacher asks the students to read first the descriptive text of "The Sydney Opera House"
- 4) The students read the "The Sydney Opera House" text.
- 5) The teacher gives explanation about the descriptive text in the text of "The Sydney Opera House.
- 6) The teacher teaches some strategies how to the topic of the text, find specific information from the text, and the detailed information of the text.
- 7) The students practice how to use the strategies.
- 8) The teacher asks the students to find the topic of the text, specific information, and the detailed information of the text by answering the questions from the text of "The Sydney Opera House".

c. JCOT

- 1) The teacher divided the students into eight groups.
- 2) The students sit in their groups.
- 3) The teacher does Round Table Brainstorming activity in which she delivers a worksheet to the students and she asks the students to list some vocabulary related to the picture of Borobudur Temple. Each student in group is responsible to find at least a word completed with its meaning and its part of speech.
- 4) The students accomplish the task in Round Table style in which the leader of the group starts first to write the answer and then in order the other members of the group give their answers until the time is called.
- 5) After the students finish Round Table Brainstorming activity, the teacher conducts class discussion to discuss the result of each group.
- 6) The teacher delivers the text of “Borobudur Temple”.
- 7) The teacher asks the students to do some exercises in their groups.
- 8) The students work together with their groups to do the tasks.
- 9) The teacher conducts Numbered Heads Together activity in which each student in group will have their own number start from 1 until 4. The rule of the activity is when the number is called, the student who has the number is responsible to answer the question given by the teacher.
- 10) After the students finish the task, the teacher checks the group’s work by calling out the student based on their number (1,2,3 or 4). For example the teacher calls out a number (two) and each two is asked to give the answer.
- 11) The teacher asks the students to do the last group activity. It is Make a Match.
- 12) The students match the correct pictures to the correct descriptions.
- 13) The teacher conducts class discussion to check the groups’ answers.

d. ICOT

- 1) The teacher gives some words in the box related to the text of “Keukenhof Flower Garden”.
- 2) The teacher, then, asks the students to match the words with its meaning by giving an arrow individually.

- 3) The students do the exercise individually.
- 4) Teacher gives a descriptive text of “Keukenhof Flower Garden” for each student.
- 5) The students read and comprehend the text of “Keukenhof Flower Garden”.
- 6) The teacher asks the students to answer essay questions individually to find the specific information and detailed information of the text.
- 7) The students answer the essay questions individually.
- 8) Based on the text of “Keukenhof Flower Garden”, the teacher asks the students to identify True/ False statements and to correct the false statement.
- 9) The students identify True/ False statements and to correct the false statements individually.
- 10) The teacher asks the students to match the pictures to its description individually.
- 11) The students match the pictures to its description individually.

e. Linking the related text

- 1) The teacher asks the students to find the similar text from magazines, newspapers or any sources.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today’s discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. The teacher leads the closing prayer.
- e. The teacher says goodbye to the students.

H. Source :

Anderson, Mark, and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan Education.

Anonym. *Reading and Writing Module 2: Describing Pictures and People*.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.

I. Evaluation

1. Techniques of Reading Evaluation

No	Type of the Activities	Technique of Task Delivery
1.	Answering reading comprehension questions.	Written task
2.	Identifying the true and false statements based on the text.	Written task
3.	Matching the pictures with its description.	Written task

2. Evaluation Techniques

a. Based on the student's work

No	Type of the Activities	Yes	No	Description
1.	Answering reading comprehension question.			
2.	Identifying the true and false statements based on the text.			
3.	Matching its description with the pictures.			

b. Based on student's active involvement

No	Aspects	Group Members			
		Name	Name	Name	Name
1	Participation in the class and group activities.				
2	Communication in class and group discussion.				
3	Cooperation in doing group activity.				

4	Responsibility when doing the tasks.				

Paliyan, September 2011

Teacher,

Researcher,

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LESSON PLAN

School	: SMP
Subject	: English
Grade/ Semester	: VIII/ 1
Text Type	: Short Functional Text (Notices)
Skill	: Reading
Time Allocation	: 5x 40 minutes (3 meetings)
Cycle	: 2

A. Standard of Competences :

5. Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.

B. Basic of Competences :

5.3 Responding to the meaning and rhetorical steps in the simple essay in the form of **notice** texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.

C. Learning Objectives

At the end of the lesson, students are able to comprehend the written notices.

D. Indicators

- a. Students are able to recognize the written notices
- b. Students are able to identify the purposes of the written notices
- c. .Students are able to identify the meaning of the written notices
- d. Students are able to mention in what places they find the written notices

E. Materials

1. The pictures of some notices



2. Texts

NOTICES

Welcome to Happy Lake Garden

Open :
 Monday to Friday : 9 a.m. to 6 p.m.
 Saturday and Sunday : 9 a.m. to 8 p.m.

Admission:
 Monday to Friday : Free
 Saturday and Sunday : Adults Rp5,000
 Children under 12
 Rp3,000

Rules for visitors

1. Do not litter. Throw your food wrappings, sweets wrappings, cigarette butts etc. into the rubbish bins that are placed all over the park.
2. Do not pick the flowers in the park.
3. Do not swim in the lake.
4. Do not fish in the lake on any other day except Sunday.
5. Picnics are allowed only on Saturdays and Sundays.
6. The management will not be responsible for any loss or damage to personal belongings.
7. All visitors must leave the park at the scheduled time.

F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)
- 5) Linking to related text.

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. The teacher checks students' attendance.

2. Main Activities

a. BKOF

- 1) To activate students' background knowledge, the teacher reviews the previous materials and relates it to the new one. The previous material is about Tourist attractions. The teacher asks the students when they go to the tourist resort such as Parangtritis Beach, what notices they find there?
- 2) The teacher shows some notices and asks the students what notices they are.

b. MOT

- 1) The teacher gives explanation about the notices.
- 2) The teacher gives several examples of notices including warning, prohibition, and instructions.
- 3) The teacher check the students whether they can understand the text or not by asking questions related to the notices such as what is the notice about?, where can it find?, what is the meaning of the notice?

c. JCOT

- 1) The teacher forms new groups.

- 2) The teacher asks the students to work in their new groups.
- 3) The teacher asks the students to do Round Table Brainstorming activity in which the students have to complete the web.
- 4) The teacher evaluates the students' works by conducting class discussion.
- 5) The teacher asks the students to do Numbered Head Together activity.
- 6) The teacher gives a text. Then she asks the students to answer the questions. However, in this activity the students work in pairs first. Then, after working in pairs, they compare the answer to the group.
- 7) The students work in pairs first to do the task and then they compare their answer to their group.
- 8) After the students finish the task, the teacher checks the group's work by calling out the student based on their number (1,2,3 or 4). For example the teacher calls out a number (two) and each two is asked to give the answer.
- 9) The teacher gives the students activity "Make a Match". The teacher prepares pictures of places, the notices, and meanings of each notice.
- 10) The teacher asks the students to match the situations to its appropriate notices, places and meanings.
- 11) The students the situations to its appropriate notices, places and meanings.
- 12) The teacher conducts the class discussion to check students' answers.

d. ICOT

- 1) The teacher gives a text "School Library: Rules and Regulation".
- 2) The students read and comprehend the text
- 3) The teacher, then, asks the students to answer the questions individually to find the specific information from the text.
- 4) The students do the exercise individually.
- 5) Then, the teacher asks the students to identify True/False statement and to correct the false ones.
- 6) The students identify True/False statement and correct the false ones.
- 7) The teacher asks the students to match the notices to the correct meanings.
- 8) The students match the notices to the correct meanings.

- 9) The teacher conducts class discussion to check the students' answers.

e. Linking the related text

The teacher asks the students to find the similar text from magazines, newspapers or any sources.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. The teacher leads the closing prayer.
- e. The teacher says goodbye to the students.

H. Source :

Anderson, Mark, and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan Education.

Anonym. *Reading and Writing Module 2: Describing Pictures and People*.

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Depdiknas.

I. Evaluation

1. Techniques of Reading Evaluation

No	Type of the Activities	Teknique of Task Delivery
1.	Answering reading comprehension questions.	Written task
2.	Identifying the true and false statements based on the text.	Written task
3.	Matching the situations to the correct notices, places, and meanings.	Written task

2. Evaluation Techniques

a. Based on the student's work

No	Type of the Activities	Yes	No	Description
1.	Answering comprehension question task.			
2.	Identifying the true and false statements based on the text.			
3.	Matching the situations to the correct notices, places, and meanings.			

b. Based on student's active involvement

No	Aspects	Group Members			
		Name	Name	Name	Name
1	Participation in the class and group activities.				
2	Communication in class and group discussion.				
3	Cooperation in doing group activity.				
4.	Responsibility when doing the tasks.				

Paliyan, September 2011

Teacher,

Researcher,

Wahyu Wardani, S.Pd
NIP. 19860503 201001 2 041

Erma Ady Puspitarini
NIM. 07202244055



Focus on Reading

Task 1

Have you ever seen the notice below? Where do you find it? Do you know what does the notice mean?



Picture 1.1

Task 2

Do you know the following signs? Where do you find them? Discuss them with your friend next to you. Look at the example.



1.

Where: Zoo

Meaning: You are not allowed to take pictures

Dilarang memotret



2.

Where :

Meaning:



3.

Where:

Meaning:



4.

Where:

Meaning:



LESSON PROPER

Task 3

Read the notice below.

Welcome to Happy Lake Garden

Open :

Monday to Friday : 9 a.m. to 6 p.m.

Saturday and Sunday : 9 a.m. to 8 p.m.

Admission:

Monday to Friday : Free

Saturday and Sunday : Adults Rp5,000
Children under 12

Rules for visitors

1. Do not litter. Throw your food wrappings, sweets wrappings, cigarette butts etc. into the rubbish bins that are placed all over the park.
2. Do not pick the flowers in the park.
3. Do not swim in the lake.
4. Do not fish in the lake on any other day except Sunday.
5. Picnics are allowed only on Saturdays and Sundays.
6. The management will not be responsible for any loss or damage to personal belongings.
7. All visitors must leave the park at the scheduled time.

Questions:

1. Where can you find this notice?
.....
2. What days we can picnic there?
.....
3. When is "Happy Lake Garden" open on Wednesday?
.....
4. Which rule reminds visitors to keep the park clean?
.....
5. When the visitors are allowed to fish?
.....

Task 4**Study the Following Explanation.**

There are three kinds of notices:

Instruction

It is a kind of notices that instruct you to do something. For example:



Meaning : You are instructed to wash your hands before returning to work.

Prohibition

It is a kind of notices that prohibit you to do something. For Example:



Meaning : You are prohibited to throw the rubbish here.

You are not allowed to throw the rubbish here.

Warning

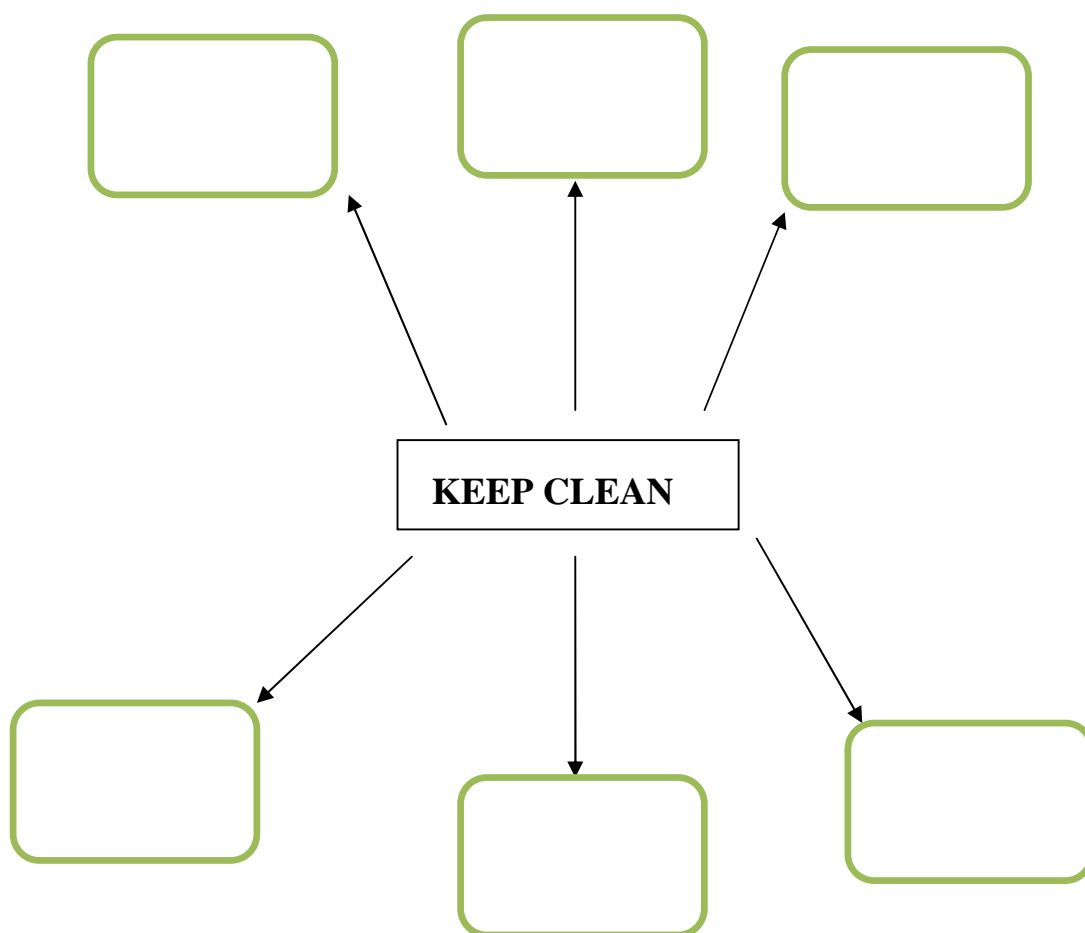
It is a kind of notices that warn you something dangerous. For example:



Meaning : You are not allowed to use acid carelessly because it is dangerous.

**Task 5****Round Robin Brainstorming Activity**

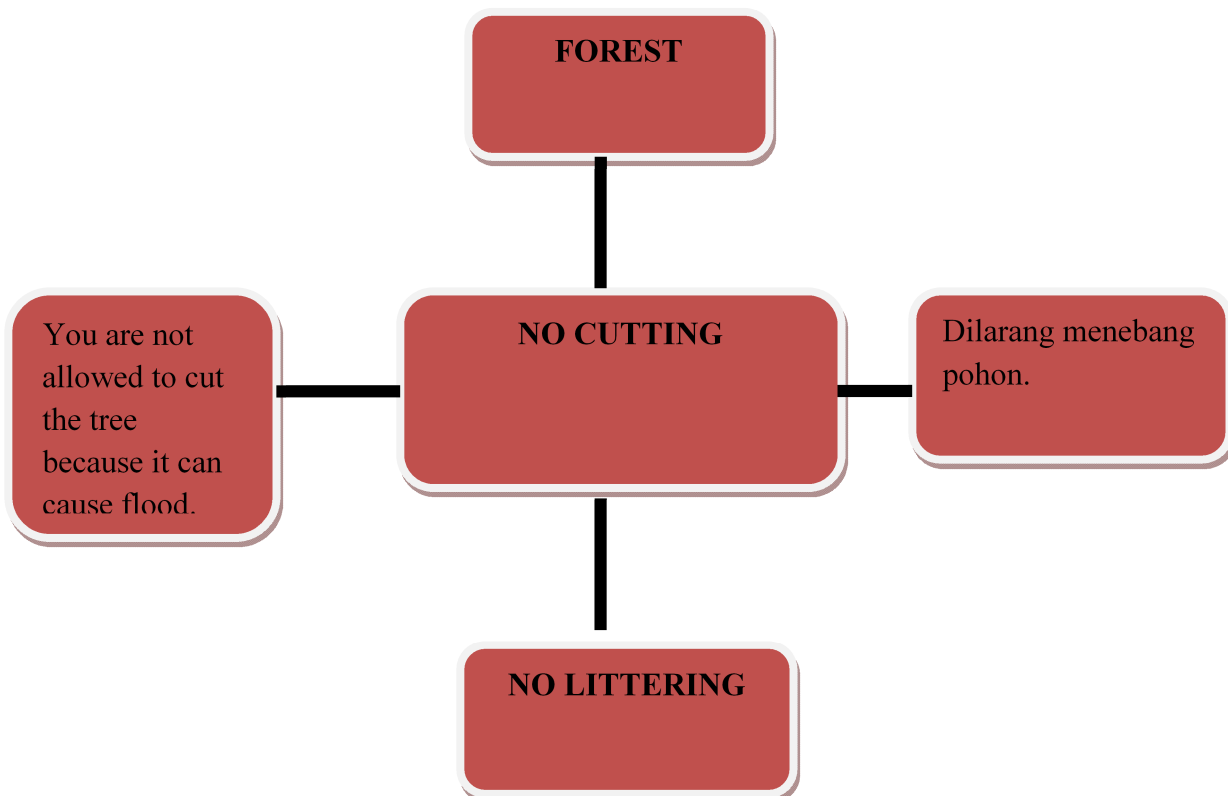
Fill in the box with things that come to your mind when you read this notice.



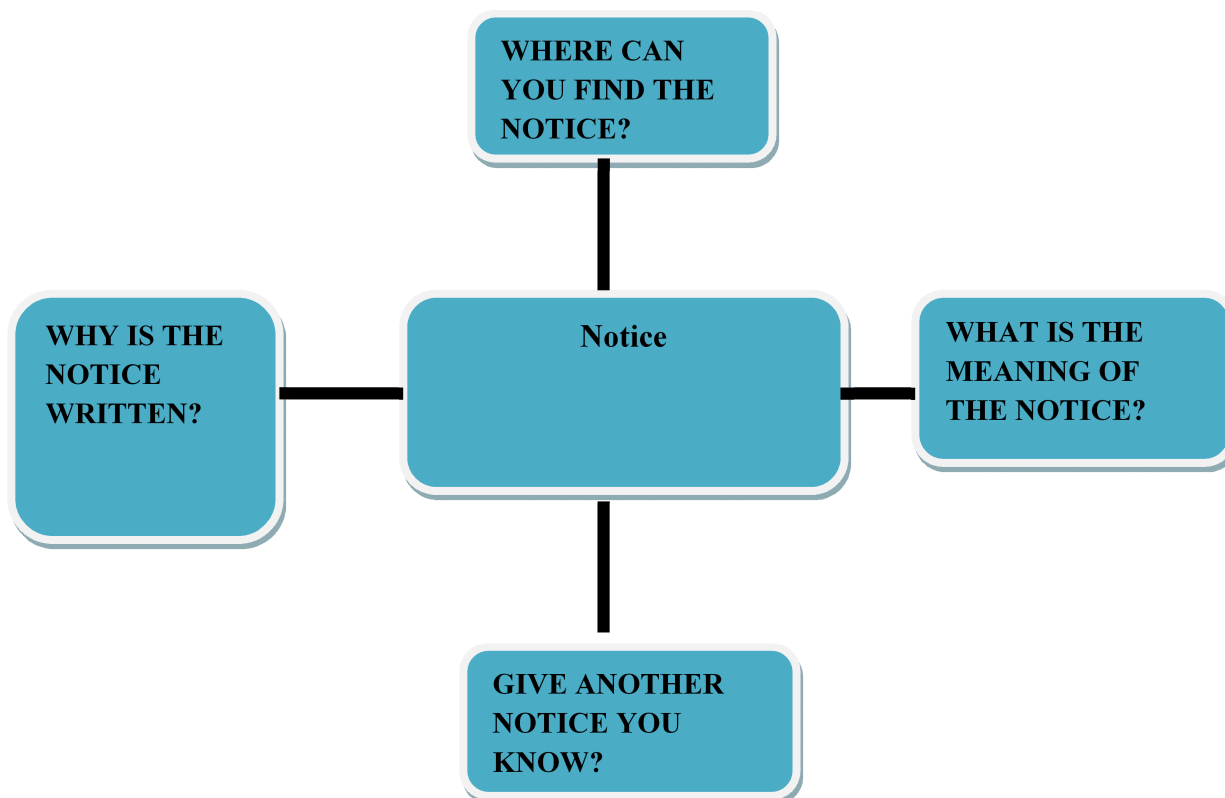
Instruction:

1. Work in group.
2. Read the notice.
3. Complete the following web. Each of you has a question as a clue. Write your answer on the web.
4. Make a summary. Then, present your group result.

Look at the example.



Complete the following web.



NOTICES:

1. NO SWIMMING
2. QUIET PLEASE
3. PLEASE DO NOT FEED THE ANIMAL
4. DON'T PICK THE FLOWER

Task 6

Numbered Head Together Activity

Do you know the following notices? Where do you find them? Discuss with your partner. Then, share it to your group. Look at the example.

1. Park here
2. Do not cut the trees.
3. No smoking.
4. Turn off the computer before you leave the room.
5. Put off your shoes.
6. No cycling on the footpath

1. Park here
 - a. Where: **Parking area**
 - b. Meaning: **Parkir di sini**
2. Do not cut the trees
 - a. Where:
 - b. Meaning:
3. No smoking
 - a. Where:
 - b. Meaning:
4. Turn off the computer before you leave the room
 - a. Where:
 - b. Meaning:
5. Put off your shoes
 - a. Where:
 - b. Meaning:
6. No cycling on the footpath
 - a. Where:
 - b. Meaning:

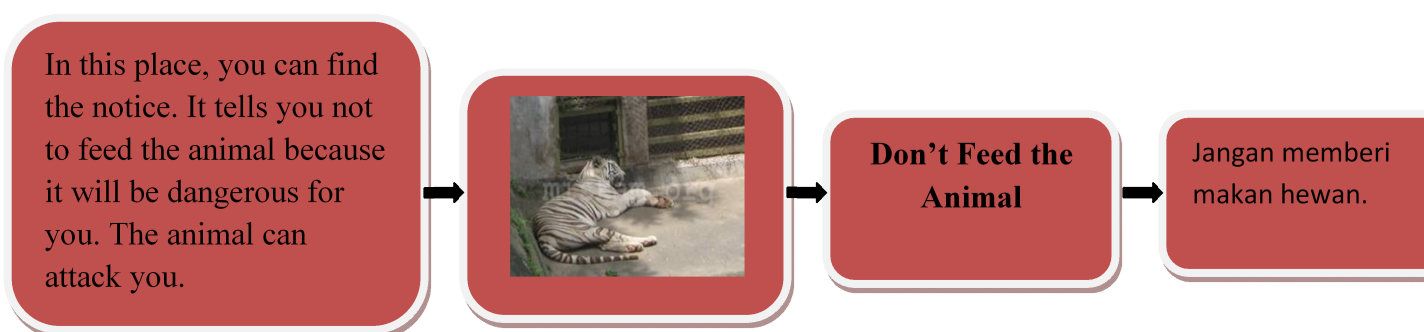
Task 7

Make a Match Activity

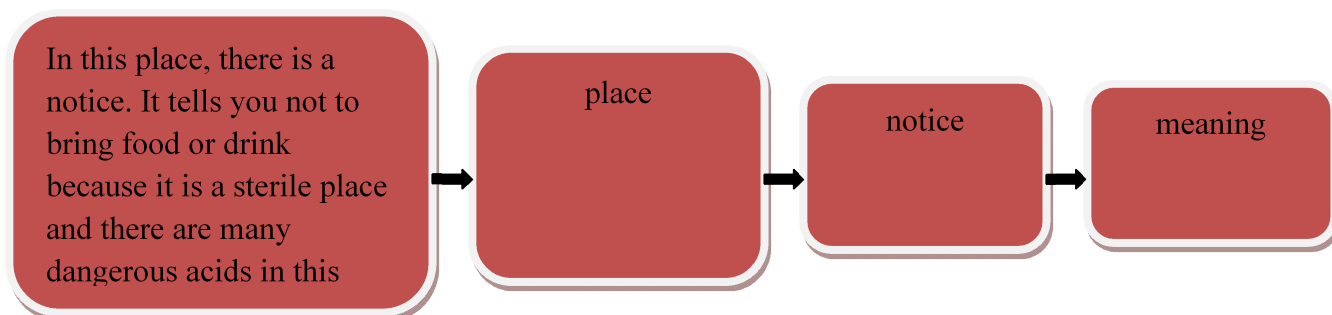
Instruction:

1. Work in pairs
2. Read each text carefully. Each text contains one notice.
3. Complete the first box by selecting the correct places where you can find the notice based on the text.
4. Complete the second box by selecting the correct notice based on the text.
5. Complete the third box with the meaning of the notice. Look at the example.

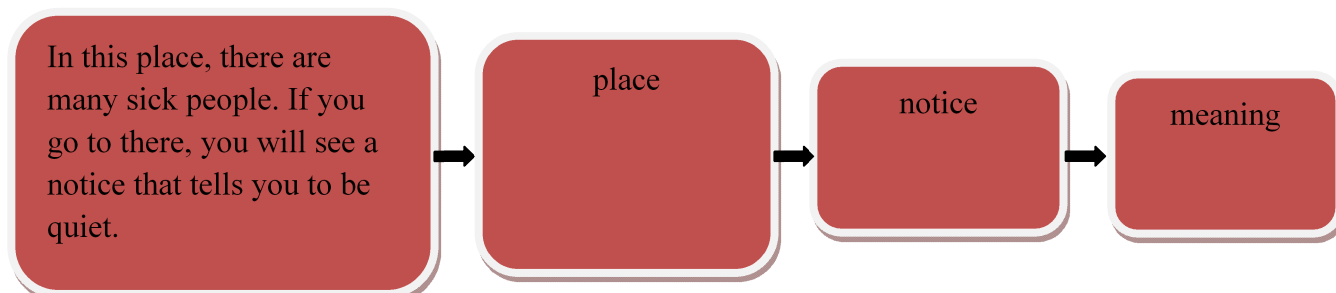
Example:



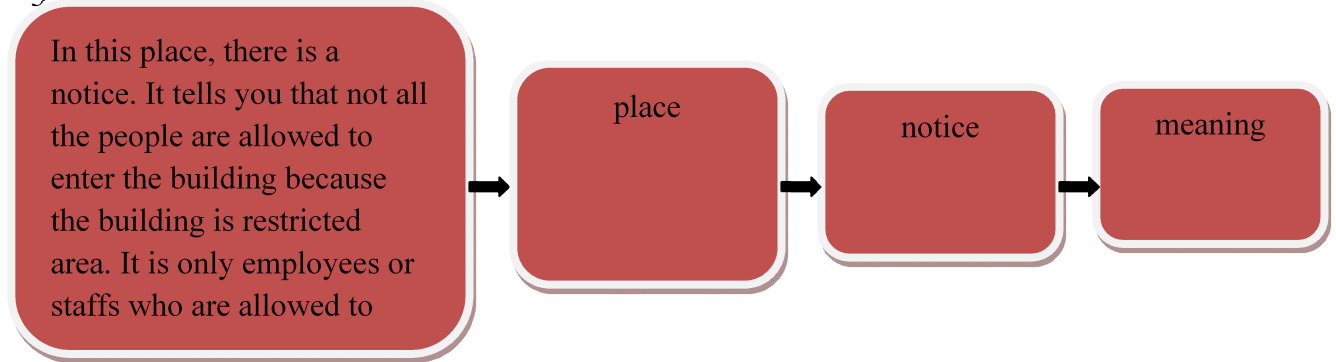
1.



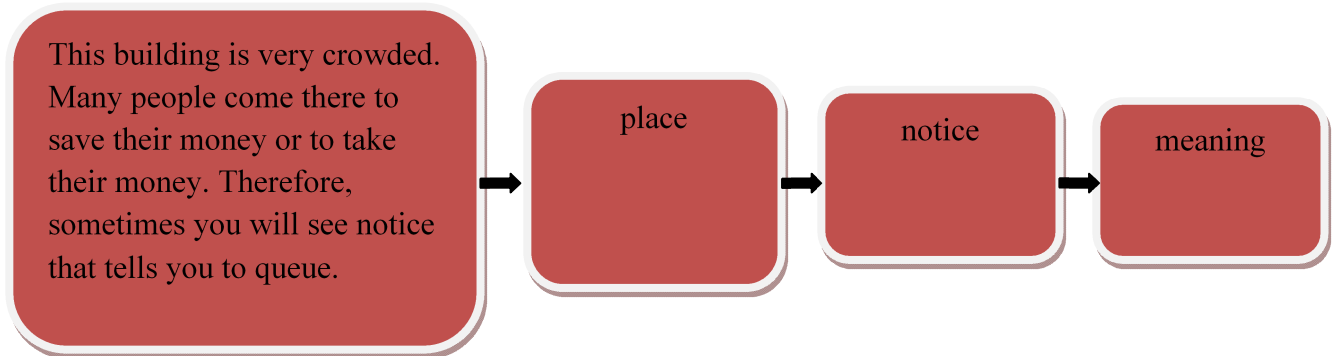
2.



3



4.





DO IT BY YOURSELF



Task 8

Read the text below. Answer the following questions.

School Library Rules and Regulation

Student using the library must obey these rules:

1. Students are not allowed to bring their school bags, textbooks or any other books into the library.

Leave all bags with the librarian for safekeeping

2. Do not talk in the library unless it is very important. If you need to talk, please whisper.

3. After reading the books, newspaper and magazine, return them to their proper shelves.

4. Students are allowed to borrow one book.

5. Students are allowed to keep the book for no more than two weeks.

6. If the book is not returned on time, the student will have to pay a fine of Rp. 500 for each day late.

7. If a student loses a library book, he or she will have to pay for the cost of the book.

8. Keep the library always clean.

Questions:

1. Where do you find the rules above?
2. Why the rules above should be obeyed by the students?
3. Are the students allowed to borrow the book more than three weeks?
4. How many books can be borrowed by the students?
5. How much does the student pay if they are late four days returning the books they borrow?

Task 9

Read the following statements. Based on the notice “School Library”, write T if the statement is true and F if the statement is false. Correct the false statement.

No	Statement	T/F	Correction
1	Students are not allowed to bring bags into library.		
2	It is allowed to talk loudly in the library		
3	The students can borrow two books more than two weeks.		
3	If a student loses a library book, he must pay a fine of Rp. 500.		
5	The students are not allowed to leave the rubbish in the library		

Task 10

Match the notices to the correct meaning.

1.

Wash Your Hands

**You must turn off the lamp
before you go.**

2.

**Do Not Throw the
Rubbish Here**

**You are not allowed to
leave the room dirty.**

3.

**Keep Your Foot Out
of the Grass**

**You are not allowed to step
on the grass.**

4.

Do not Be Noisy

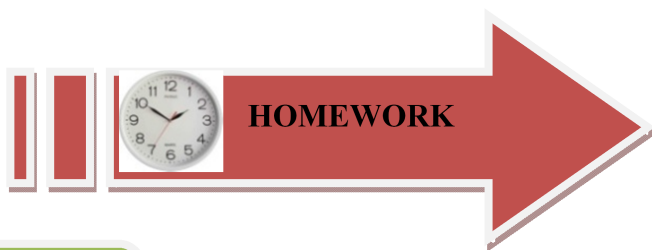
**You are prohibited to throw
the rubbish here.**

5.

**Do Not Leave the
Room Dirty**

You must wash your hands.

**You are allowed to throw
the rubbish here.**

**Task 11**

Find three notices from magazines, newspapers or any sources complete with that pictures which illustrate it. Then, explain your result to the class.



Focus on Reading

Task 1

Look at the picture. Then, answer the following questions. Share your answers with your friends.



Picture 1.1

1. Do you know this place?
2. Have you ever visited this place?
3. Where is it located?
4. When was it built?
5. What do you think about this place?

LESSON PROPER

Task 2

What do you know about this building? Read the text about this tourist resort. Try to guess the topic.

The Sydney Opera House

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.

The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25.000 people.



The Opera House is a place for large theatrical productions. It is home of Opera Australia, the Sydney Theatre Company and the Sydney Symphony. There are five theatres and five **rehearsal** studios that usually used to practice for art performances. There are also two main halls, four restaurants, six bars, and many souvenir shops. The design of Opera House is unique. The roof looks like giant shells.

Besides for theatrical productions, the Opera House is also used for other functions. Many people can use it as the place for wedding, parties, and conferences.

(Adapted from: Scaffolding for Grade VIII)

Questions:

1. What is the text about?
2. When was Sydney Opera House built?
3. Where is Sydney Opera House located?
4. What is the size of Sydney Opera House?
5. How many theaters are there in Sydney Opera House?
6. What are the functions of the Opera House?
7. The first paragraph is mainly discussing about....

8. What make the Opera House unique?
9. How does the roof of Sydney Opera House look like?
10. What does the word “rehearsal” (line 3 paragraph 3) mean?

Task 3

Study the following explanation.

Descriptive Text

The text about Sydney Opera House is a descriptive text. A descriptive text is a text that describes the features of someone, something or certain place. (A person, an animal or a thing)

Task 4

Study the following explanation.

Reading Strategies

1. Skim the text for main topic

Skimming consists of quickly running one’s eyes across a whole text for its main topic. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.


2. Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercise may to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The procedure to do scanning:

- a) Keep in mind only the specific information to be located.
- b) Decide which clues will help to find the required information.
- c) Move the eyes as quickly as possible down the page to find the clues.
- d) Read the section containing the clues to get the information needed.


Task 5
Round Robin Brainstorming Activity

Work in group of four. Then, look at the picture. List five words that can be used to describe the tourist resort in the picture. Look at the example.

<div style="border: 1px solid black; border-radius: 15px; background-color: #92d050; padding: 10px; margin-bottom: 10px;"> <p>Word : Statue</p> <p>Part of Speech: Noun/ kata benda</p> <p>Meaning : Patung</p> </div> <div style="text-align: center; font-size: 2em;">↓</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>Word :</p> <p>Part of Speech:</p> <p>Meaning :</p> </div> <div style="text-align: center; font-size: 2em;">↓</div>	
<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>Word :</p> <p>Part of Speech:</p> <p>Meaning :</p> </div> <div style="text-align: center; font-size: 2em;">↶</div>		<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>Word :</p> <p>Part of Speech:</p> <p>Meaning :</p> </div> <div style="text-align: center; font-size: 2em;">↷</div>
<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>Word :</p> <p>Part of Speech:</p> <p>Meaning :</p> </div> <div style="text-align: center; font-size: 2em;">↑</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>Word :</p> <p>Part of Speech:</p> <p>Meaning :</p> </div> <div style="text-align: center; font-size: 2em;">↑</div>	

Task 6

Work in group of four. Read the text below.

Borobudur Temple



Borobudur is one of the greatest Buddhist monuments in the world. It is one of the most interesting tourist resorts in Indonesia. It was built in the ninth century. Founded by a king of the Syailendra dynasty, it was built to honour the glory of both the Buddha and its founder, a true king Bodhisattva. The name Borobudur is believed to have been derived from the Sanskrit words *vihara Buddha uhr*, meaning the Buddhist monastery on the hill.

Borobudur temple is located in Muntilan, Magelang, Central Java. It is about 42 km from Yogyakarta city. It has 2.672 reliefs and 504 Buddha statues. The reliefs illustrate the journey of pilgrims to three levels in Buddhist cosmology. Those three levels are Kamadhatu, Rupadhatu, and Arupadhatu. Borobudur is still used for pilgrimage. Once a year Buddhists in Indonesia celebrate Vesak there.

Task 7

Answer the following questions based on the text above. You may discuss with your group members.

1. What does the text mainly discuss?
2. Where is Borobudur Temple located?
3. When was it built?
4. How many reliefs and statues are there in Borobudur?
5. What do the reliefs illustrate?
6. What is the meaning of the word 'pilgrim' in line 3?
7. What are the three levels in Buddhist cosmology?
8. What do Buddhists in Indonesia do every year at there?

Task 8

Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

No	Statement	T/F	Correction
1	Borobudur is located in East Java.	F	It is located in Central Java.
2	Borobudur was built in the eighth century.		
3	There are three levels in Buddhist cosmology.		
4	Borobudur has 2.672 statues.		
5	Borobudur is not used to celebrate Vesak.		

Numbered Head Together Activity**Task 9**

Read the text below. Then, listen to your teacher's question and answer it orally.

Taronga Zoo

Taronga zoo is the major zoo in Australia. It is located in Sydney, New South Wales. It occupies a 33-hectares location. The name "Taronga" is an Aboriginal name. It means "water view".

The Zoo has Australia's finest collection of native Australian animals and many exotic species. It has kangaroos, wallabies, and koalas. Those animals can be seen from a close distance. The other exotic species are platypuses, echidnas, and New Zealand kiwis in the Nocturnal House. There are also gorillas in the new Gorilla Tropical Forest. All animals in the zoo are kept very well. They are kept in the environment that is like their natural habitat.

Taronga is usually used as a site for scientific research, conservation, and education. It also offers a range of educational and special interest tours.

Questions:

1. What is the text about?
2. Where is Taronga Zoo located?
3. What is the meaning of "Taronga"?
4. Where in Taronga Zoo can you find New Zealand kiwis?
5. What is the main idea of paragraph 2?
6. What is Taronga Zoo used for?

Make a Match Activity**Task 10**

Look at the pictures below. Each of you will get description about the pictures. Stick the descriptions to the correct pictures.

**DO IT BY
YOURSELF****Task 11**

Read the following text. Then answer the questions.

Keukenhof Flower Park

Keukenhof Flower Park is also known as the Garden of Europe. It is situated near Lisse, Netherlands. It is world's largest flower garden. Keukenhof is more than 150 years old. Its first grounds were founded around 1840.

Everyone who loves flowers knows Keukenhof Flower Park. There are so many kinds of beautiful flowers. There are approximately 54.520 acres of parkland planted with tulips and other bulbs. Keukenhof is open from the last week of March to mid-May. The best time to view the tulips is around mid-April. However, it depends on the weather. In seven weeks Keukenhof has about 800.000 visitors.

Questions:

1. What is the other name of Keukenhof Flower Park?
2. Where is keukenhof located?

3. How old is Keukenhof Flower Park?
4. When is Keukenhof open?
5. When is the best time to view the tulips?


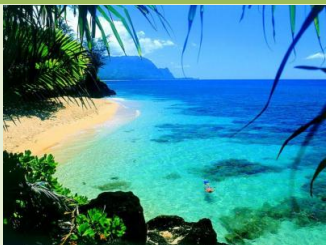



Task 12

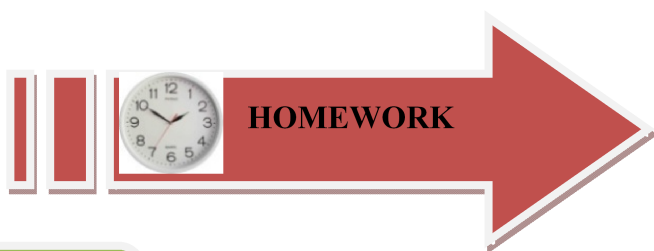
Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

No	Statement	T/F	Correction
1	Keukenhof Flower Park is located in France	F	Keukenhof Flower Park is located in Netherland
2	Keukenhof Flower Park is the largest flower garden in the world.		
3	There are about 52.540 acres of parkland planted with tulips.		
4	Keukenhof is open from the last week of March to mid-May		
5	In six weeks Keukenhof has 800.000 visitors.		
6	The best time to view the tulips is around mid-April but it depends on the weather.		

Task 13

Study the following tourist resorts around the world. Then, match the tourist resorts with the descriptions. Look at the example.

			This tourist resort is located in the middle of the Pacific Ocean, far away from any other land. It consists of many islands. There are eight islands. The islands share a natural beauty, with mountains and waterfalls, rainforests, and long beaches. Their waters are filled with colourful fish, dolphins, and giant sea turtles.
			This tourist destination is located in Giza. It is the icon of Egypt. The pyramids were built over 80 years by 20.000-30.000 workers. The pyramids were modeled a pointed stone called The Benben. The Benben symbolized the rays of the sun.
			It is a place where the king or the queen and the family live. It was built with Javanese architecture. The architect of this palace is Sultan Hamengkubuwono I who was the founder of Najogyakarta Hadiningrat. It is located in the centre of the Yogyakarta city.
			It is a kind of museum that can be found in Semarang. This museum is situated less than an hour's drive from the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati.
			It is the largest lake in South East Asia. It is located in North Sumatra, Indonesia. It is surrounded by tall mountain and with the large island of Samosir in the middle. The fact says that this lake is twice bigger than Singapore.

**Task 14**

Find the description of your favourite tourist resorts from magazines, newspapers or any sources. Summarize the text about him/ her. Then report what you have read in front of the class.

FIELD NOTES

Field note 1

Waktu : Jum'at, 29 Juli 2011
Tempat : Ruang Kepala Sekolah
R : Researcher
PT : Pegawai TU
KS : Kepala sekolah.

R datang ke SMP Negeri 1 Paliyan sekitar pukul 08.00. Sebelum bertemu dengan KS, R terlebih dahulu bertemu dengan PT untuk meminta ijin. R pun menyampaikan maksud dan tujuannya datang ke sekolah dan R pun menyerahkan surat izin penelitian. Setelah itu R diantar oleh PT menuju ruang tamu KS. Di ruang itu R menunggu KS. Sekitar 5 menit kemudian, KS datang. R kemudian menyalaminya. Setelah itu R memperkenalkan diri dan kemudian menyampaikan maksud dan tujuan kedatangannya adalah untuk melakukan penelitian. KS membaca surat penelitian yang telah diserahkan oleh PT dan menanyakan mengenai penelitian yang akan dilakukan nantinya apakah sudah sesuai dengan materi semester ganjil. R menjelaskan kepada KS bahwa materi yang digunakan sudah disesuaikan dengan SKKD kelas VIII semester ganjil dan teknik yang digunakan itu fleksible jadi bisa disesuaikan dengan materi. Setelah mendengar hal itu KS mengizinkan R untuk melakukan penelitian di SMP Negeri 1 Paliyan dan mengizinkan R untuk berkomunikasi dengan guru bahasa Inggris kelas VIII yaitu ibu Wahyu. Kemudian KS juga mengatakan bahwa sekolah akan libur hingga hari Selasa 2 Agustus 2011, sehingga untuk koordinasi langsung dengan guru bahasa Inggris bisa dilakukan pada hari Rabu 3 Agustus 2011. Karena pada waktu itu sekolah sedang sibuk kerja bakti menjelang puasa, maka R memutuskan untuk bertemu dengan guru bahasa Inggris pada hari Rabu 3 Agustus 2011 dan akhirnya KS menyetujui. Setelah ada kesepakatan itu R mengucapkan terima kasih dan berpamitan kepada KS.

Field note 2

Waktu : Rabu, 3 Agustus 2011
Tempat : Ruang Perpustakaan
R : Researcher
ET : English Teacher

Hari ini adalah hari kedua R datang ke sekolah. R tiba di sekolah pukul 10.00. R datang ke sekolah untuk bertemu dengan ibu wahyu selaku guru bahasa Inggris kelas VIII. Sebelum bertemu dengan ET, R dan temannya terlebih dahulu bertemu dengan guru piket untuk minta ijin dan mengutarakan maksud kedatangannya. Karena ibu wahyu sedang mengajar maka R diminta untuk menunggu di ruang perpustakaan. Sebelum ke perpustakaan R meminta jadwal pelajaran semester ganjil dan jadwal jam pelajaran selama bulan puasa kepada pegawai TU karena selama bulan puasa lamanya 1 jam pelajaran menjadi 30 menit dan sekolah dimulai pukul 07.30. Kemudian R diberikan 2 lembar jadwal dan 1 lembar kalender pendidikan. Setelah itu R dan temannya pergi menuju ruang perpustakaan. Tepat pada pukul 10.20, ET masuk ke perpustakaan. R dan temannya pun langsung

menyalami. Kemudian R mengutarakan maksud dan tujuan penelitiannya. Beliau bertanya mengenai penelitian yang akan dilakukan. Setelah berdiskusi dengan guru masalah-masalah yang dihadapi oleh siswa, R menanyakan kelas mana yang keaktifan siswa nya sangat rendah. Kemudian ET bercerita mengenai kondisi kelas VIIIC. Setelah berdiskusi, akhirnya R menagtakan bahwa akan melakukan observasi terlebih dahulu untuk melihat kondisi yang sebenarnya. Setelah itu ET langsung memberikan jadwal mengajarnya dan kemudian berkata bahwa untuk observasi bisa dilakukan pada hari Selasa 9 Agustus 2011 karena pada hari itu ET akan mengajar Reading di kelas VIIIC jadi bisa sekalian untuk observasi dan untuk penelitiannya bisa dimulai pada tanggal 16 Agustus 2011 karena ET akan menyelesaikan materinya dulu sebelum pindah ke materi yang akan digunakan untuk penelitian. Akhirnya R meyetujui rencana itu. Stelah mencapai kesepakatan itu, R pamit kepada ET.

Field note 3

Waktu : Rabu, 3 Agustus 2011
Tempat : Ruang Kepala Sekolah
R : Researcher
PT : Pegawai TU
ET : English Teacher
KS : Kepala sekolah.

Setelah bertemu dan berdiskusi dengan ET, R langsung menemui KS. Tapi sebelumnya R menuju ruang TU untuk bertanya apakah KS ada di ruangan KS atau tidak dan PT pun menjawab bahwa KS ada di ruangan. Kemudian PT mengantar R untuk bertemu dengan KS. R pun dipersilahkan menunggu di ruang tamu KS. Selang beberapa saat, KS menemui R. R menyalami KS dan memberitahukan bahwa R telah berkonsultasi dan berdiskusi dengan ET mengenai penelitian yang akan dilaksanakan, jadwal observasi dan kapan akan dimulai penelitiannya. R menyampaikan secara detail jadwal yang telah disepakati dengan ET dan kemudian KS melihat ke kalender yang ada di ruangan. Setelah itu KS mengizinkan R untuk memulai obseravsi dan penelitian sesuai jadwal yang telah disepakati dengan ET. Setelah itu R mengucapkan terima kasih pada KS dan pamit untuk pulang. Sebelum pulang, R mengisi buku tamu yang ada di ruangan KS. R pun bersalaman dengan KS dan meninggalkan ruangan KS.

Field note 4

Waktu : Selasa, 9 Agustus 2011
Tempat : Ruang Kelas VIII C
R : Researcher
ET : English Teacher

Hari ini R pukul 07.30-08.30 akan ikut masuk ke kelas VIII C untuk melakukan observasi. R datang ke sekolah pukul 07.15 karena jarak sekolah dengan rumah R sangat dekat sekitar 500 m. Seperti biasa, R menemui guru piket terlebih dahulu untuk meminta ijin guna bertemu dengan bu Wahyu dan untuk melakukan observasi di kelas VIII C. Karena ET belum datang, R harus

menunggu dahulu. Setelah ET datang dan bel jam pertama pelajaran berbunyi, ET dan R masuk ke kelas VIII C.

Kelas sangat ramai saat ET datang. ET meminta R dan temannya masuk dan duduk di belakang. Et menyapa siswa, "Good Morning." ET pada saat itu tidak menanyakan tapi ET langsung memperkenalkan R dan temannya dan menyampaikan maksud dan tujuan R kepada siswa. ET berkata bahwa R akan mengadakan observasi dan penelitian di kelas.

Setelah itu ET langsung meminta siswa membuka LKSnya halaman 10. Ada sebuah teks descriptive tentang hewan disana. ET membaca teks itu dan ET meminta seorang siswa membaca teks tersebut. Saat dia membaca, ada 7 orang siswa yang duduk di belakang tidak memperhatikan. Mereka berbicara dengan temannya, bermain dengan pencil mereka bahkan ada yang meletakkan kepala di atas meja. Saat Et memperingatkan mereka, mereka sempat diam sejenak dan kembali ke posisi duduk yang benar tapi kembali lagi. Setelah itu, Et menulis sepuluh kata yang ditemukan di teks dan menyuruh siswa mencarinya dalam kamus. Semua siswa mencari arti di kamus. Bagi mereka yang tidak membawa, mereka mencari arti kata dengan teman yang membawa kamus. Akan tetapi ada beberapa siswa yang tidak mencari di kamus. Mereka hanya menulis jawaban dari teman di buku mereka. Setelah itu ET membahas kata itu satu persatu dengan meminta bantuan siswa, tapi hanya 4 siswa yang maju ke depan untuk menuliskan jawabannya secara sukarela tanpa ditunjuk oleh guru tapi ada 6 siswa yang mau menulis di depan karna mereka disuruh oleh guru. Dari hasil jawaban siswa, ternyata arti kata nya tidak sesuai konteks. ET tidak memberitahukan kenapa tapi langsung membenarkan artinya.

Setelah membahas kata sulit, Et meminta siswa untuk mengerjakan tugas berdasarkan teks. Ada lima pertanyaan. Saat mengerjakan tugas, suasana kelas sangat ramai hanya siswa putri saja yang terlihat serius. Siswa lainnya ada yang mengerjakan sambil mengobrol dengan temannya. ET memberikan waktu sepuluh menit untuk menjawab pertanyaan. Kemudian ET menawarkan pada siswa siapa yang mau mengerjakan soal no 1, awalnya tidak ada yang bersedia. Setelah cukup lama menunggu, akhirnya 1 orang siswa membacakan jawabnya. Dari 31 siswa hanya 4 orang yang secara sukarela menjawab pertanyaan dan 1 orang yang mau mengerjakan karena ditunjuk oleh ET.

Karena waktu yang telah habis, ET memberikan PR kepada siswa yang diambil dari LKS. Saat ET memberikan PR kondisi kelas sangat ramai sehingga ET harus menegur siswa. Pelajaran selesai pukul 08.30.. ET menutup pelajaran dan pergi meninggalkan kelas.

Field note 5

Waktu : Selasa, 9 Agustus 2011

Tempat : Ruang Perpustakaan

R : Researcher

ET : English Teacher

Setelah proses belajar mengajar selesai, ET mengajak R ke ruang Perpustakaan. Disitu R bertanya-tanya mengenai proses belajar mengajar yang biasa dilakukan oleh ET setiap KBM bahasa Inggris. ET menjelaskannya. R juga bertanya masalah-masalah yang ada selama ET mengajar sebelum-sebelumnya. Setelah itu, R dan ET juga mendiskusikan permasalahan yang ada di dalam kelas selama KBM hari ini. R mengutarakan niatnya bahwa nanti pada waktu jam istirahat R akan melakukan wawancara dengan siswa kelas VIIIC karena saat itu adalah bulan puasa sehingga bisa dipastikan bahwa sebagian besar siswa tidak jajan. Setelah itu ET berpamitan pada R karena ET akan ke ruang guru dan R pun mempersilahkan.

Field note 6

Waktu : Selasa, 9 Agustus 2011
Tempat : Ruang Kelas VIIIC dan Ruang Perpustakaan
R : Researcher
Ss : Students
ET : English Teacher

Setelah bel istirahat pertama berbunyi, R menuju kelas VIIIC untuk melakukan wawancara dengan siswa. Sebagian besar siswa berada di kelas. R melakukan wawancara dengan siswa yang kebetulan berada di kelas. R bertanya tentang proses belajar mengajar yang dilakukan di kelas. Setelah melakukan wawancara dengan siswa, R menemui ET. Kebetulan ET ada di ruang guru. ET mengajak R ke perpustakaan untuk mendiskusikan hasil wawancara dengan siswa. R kembali meminta izin untuk melakukan observasi yang kedua kalinya besok pagi. ET mengizinkan. Kemudian R berpamitan kepada ET.

Field note 7

Waktu : Rabu, 10 Agustus 2011
Tempat : Ruang Kelas VIIIC
R : Researcher
ET : English Teacher

Pada hari itu, ET akan mengajar kelas VIIIC pada jam 7-8 tepatnya pukul 11.10-12.10. Pada pukul 11.10 ET masuk kelas bersama R. R kembali melakukan observasi. ET memulai pelajaran dengan salam dan bertanya tentang kondisi siswa.

ET meminta siswa untuk menunjukan PR mereka. Kemudian ET meminta siswa membacakan jawaban PR mereka. ET menawarkan siapa yang akan menjawab, tapi seluruh kelas hanya diam. Akhirnya ET memanggil nama siswa satu persatu. Saat pembahasan PR, suasana kelas tidak seramai pada waktu observasi pertama. Namun masih ada siswa yang mengobrol dengan temannya saat pembahasan soal.

Setelah itu, siswa diminta untuk mengerjakan latihan berikutnya. Siswa diminta untuk mengerjakan soal di bukunya masing-masing. Siswa diminta untuk melengkapi sebuah paragraph yang ceritanya sama dengan teks bacaan tadi namun dalam bentuk sederhana. Saat mengerjakan latihan ini, ada beberapa siswa yang mengobrol dengan teman di belakangnya. Ada pula seorang siswa yang bernyanyi dan tidak mengerjakannya. Setelah ditegur oleh ET, siswa tersebut baru mengerjakan latihan itu. Pada latihan ini hampir seluruh siswa tidak langsung mengerjakannya. Mereka tampak tidak bersemangat dan mengeluh tentang tugas ini. ET mengatakan bahwa tugas yang terakhir harus dikumpulkan. Banyak siswa yang mengeluh. Setelah jam pelajaran selesai, ET meminta siswa mengumpulkan bukunya meskipun ada yang belum selesai. Setelah itu, ET menutup pelajaran hari ini dan keluar meninggalkan kelas bersama R.

Field note 8 (Cycle 1, Pertemuan 1)

Waktu : Jum'at, 9 September 2011
Tempat : Ruang Kelas VIIC
R : Researcher
ET : English Teacher
Ss : Students

ET memasuki ruang tepat pada pukul 09.35. R mengikuti guru dari belakang dan langsung menuju kursi paling belakang. Dalam penelitian ini, R bertindak sebagai observer. Setelah memasuki kelas, guru kemudian mengucapkan salam dan menanyakan keadaan siswa. Kemudian guru menyuruh salah satu siswa untuk mempersiapkan LCD.

Setelah semuanya beres, guru memulai pelajaran pada hari itu. pertama-tama guru menanyakan tentang liburan siswa. ET berkata "Bagaimana liburan kalian?". Semua siswa menjawab dengan antusias. Akan tetapi ada beberapa siswa yang sudah mulai ramai. Mereka tertawa ketika mendengar jawaban teman mereka dan mereka berkomentar. Hal ini membuat suasana di kelas sangat ramai,

Setelah itu, ET menunjukan gambar-gambar tempat wisata terkenal seperti Prambanan Temple, Pisa Tower, Parangtritis Beach, dan lain sebagainya dalam slide power point. Ketika melihat gambar-gambar itu, para siswa terlihat sangat tertarik. Mereka sibuk membicarakan tempat-tempat wisata itu dengan teman sebangku mereka.

Kemudian ET menanyakan beberapa hal tentang tempat-tempat yang ditunjukan. ET menanyakan tentang dimana lokasi tempat wisata itu, ada apa saja di sana, digunakan untuk apa, dan berbagai macam pertanyaan berhubungan dengan tempat-tempat wisata itu. Para siswa antusias sekali melihat gambar itu, akan tetapi ketika guru bertanya hanya siswa laki-laki yang cenderung menjawab. Jawaban mereka pun beragam bahkan ada jawaban yang lucu dan itu membuat seluruh orang di kelas tertawa.

Setelah menanyakan berbagai macam pertanyaan, kemudian ET menyuruh siswa menebak apa maksud dari ET menunjukan gambar-gambar itu. Karena tidak ada satu pun yang menjawab, ET memberikan petunjuk bahwa ini berkaitan dengan tipe text sebelumnya yaitu tentang descriptive text. Kemudian guru menjelaskan bahwa untuk topik selanjutnya mereka akan membahas tentang descriptive text dengan mengambil tema "Tourist Attractions"

Ketika guru akan mulai menjelaskan, ternyata bel tanda waktu pergantian jam berbunyi. Untuk hari Jum'at memang hanya 1 jam pelajaran yaitu 40 menit. Sehingga guru mengatakan pada siswa bahwa pelajaran akan diteruskan pada pertemuan selanjutnya.

Field note 9

Waktu : Jum'at, 9 September 2011
Tempat : Ruang Guru
R : Researcher
ET : English Teacher

Setelah keluar dari kelas VIIC, ET dan R langsung menuju ruang guru untuk mendiskusikan kegiatan KBM hari ini. Kemudian ET dan R sepakat untuk membentuk guru dengan prinsip cooperative learning. Kemudian R menuju ruang TU untuk meminta daftar peringkat kelas 8C.

Field note 10 (Cycle 1, Pertemuan 2)**Waktu** : Selasa, 13 September 2011**Tempat** : Ruang kelas VIIIC**R** : Researcher**ET** : English Teacher

Guru memasuki ruangan diikuti oleh R. R langsung menuju kursi paling belakang. ET kemudian menyapa siswa dan memimpin doa.

Setelah itu ET memulai pelajaran dengan menanyakan pada siswa apa yang telah ET sampaikan. Hanya ada beberapa siswa yang menjawab. Kemudian ET memulai dengan membagikan text berjudul “The Sidney Opera House”. Guru menjelaskan secara detail teks tersebut.

Pertama-tama, guru menanyakan pada siswa apakah mereka menemukan kata sulit. Beberapa siswa menanyakan kata-kata sulit pada ET. Kemudian ET menyuruh mereka untuk membuka kamus tetapi mereka tidak membawa. Setelah guru menjelaskan, kemudian guru memberikan strategi-strategi bagaimana menemukan ide pokok dan informasi penting dalam teks. ET mengajarkan bagaimana melakukan predicting, scanning dan skimming. Ketika melakukan predicting, guru menyuruh siswa untuk menebak apa isi teks itu dari judulnya saja dan dari gambar yang ada. Kemudian ET juga menjelaskan bagaimana menemukan informasi-informasi penting seperti tanggal, tempat, dst. ET menjelaskan key words yang ada dalam pertanyaan misal jika pertanyaannya menggunakan “When” maka kalian langsung mencari kalimat yang menunjukkan waktu, jika itu “Where” maka carilah kalimat yang ada menunjukkan tempat.

Setelah menjelaskan secara detail, kemudian ET langsung menyuruh siswa membentuk kelompok. Terlebih dahulu guru memilih 8 orang yang telah ditentukan sebagai ketua grup. Kemudian yang lainnya harus menghitung 1-8. Ketika guru menyuruh siswa untuk membentuk group, mereka sangat senang sekali. Kemudian guru menyuruh mereka untuk berhitung 1 sampai 8, hampir semua siswa menyuarakannya dengan lantang. Keadaan di kelas ramai sekali, terlebih ketika mereka tahu mereka satu group dengan teman yang pintar dan akrab dengan mereka. Akan tetapi ada juga beberapa siswa yang terlihat kecewa ketika mendapati groupnya tidak sesuai harapan mereka.

Kemudian guru memverahkan tugas pada mereka. Guru memberikan worksheet dimana ada sebuah gambar “Borobudur”, tugas siswa adalah mereka menuliskan kata-kata apa yang mereka punya atau yang muncul ketika melihat gambar itu dalam Round Robin style dimana ketua groupnya menulis dulu kemudian secara bergiliran anggota group lain menuliskan apa yang mereka ketahui. Dalam melakukan kegiatan ini, siswa terlihat sangat serius. Mereka terlihat menuliskan jawaban-jawaban mereka dalam worksheet.

Setelah mereka selesai melakukan Round Robin Brainstroming, ET kemudian membahas secara klasikal. Setelah pembahasan, ET memberikan satu buah text kepada setiap kelompok. Guru meminta siswa untuk mengerjakan soal-soal yang ada sesuai dengan teks yang ada. Guru memberikan waktu 15 sampai 20 menit untuk mengerjakan soal tersebut dalam selembar kertas... Mereka terlihat serius dalam mengerjakan soal ini. Namun masih ada beberapa siswa yang terlihat tidak serius dalam mengerjakan. Mereka sibuk untuk mengobrol dan bermain dengan teman di kelompoknya. ET terlihat hanya mendatangi beberapa grup saja.

Setelah bel berbunyi, ET mereview terlebih dahulu apa yang telah mereka pelajari hari itu. ET pun menyuruh siswa untuk besok pagi langsung duduk di grupnya dan R meninggalkan ruang kelas.

Field note 11 (Cycle 1, Pertemuan 3)**Waktu :Rabu, 14 September 2011****Tempat : Ruang kelas VIIIC****R : Researcher****ET : English Teacher**

Ketika guru memasuki ruang kelas, para siswa telah menempatkan diri mereka dalam group. Kemudian ET menyapa mereka dan mengulang apa yang telah mereka lakukan kemarin

Setelah memastikan bahwa semua siswa telah siap, ET langsung membagikan sebuah teks berjudul “Taringa Zoo” dan menyuruh siswa untuk mngundi nomer tiap group 1-4. Setelah meastikan bahwa semua siswa memiliki no, maka ET member waktu 5 menit untuk memahami teks itu. Ketika itu, mereka langsung membacanya. Setelah ET mmeberutahu aturan mainnya, semua anggota kelompok langsung terdiam dan mulai mamhami bacaan. Kemudian setelah 5 menit membaca, ET menyuruh mereka berhenti dan mnutup kertas tadi. Kemudian guru memberi pertanyaan. Setelah selesai member prtanyaan ET menyuruh siswa berdiskusi dan menunjuk no siswa. Bagi siswa yang nomernya ditunjuk hmaka dia bertanggung jawab untuk menjawabnya.

Dalam kegiatan itu mereka sangat tertarik walaupun pada kenyataannya, aktivitas ini tidak berjalan seprti yang diharapkan. Siswa-siswa yang pandai cenderung mendominasi kelas dan berusaha mnjawab.

Setelah, ET menyelesaikan aktivitas itu. ET kemudian memebrikan aktivitas yang baru lagi. ET membagikan beberapa gambar dan kartu pada tiap group. ET menjelaskan bahwa ini adalah lomba, jadi tiap guru harus cepet-ceetan untuk menjodohkan gambar dengan descripsi yang ada di kartu. Dengan sangat antusias masing-masing kelompok berusaha memahami setiap kartu. Terlihat bebarapa kelompok sangat senang bahkan mereka menutupi hasil dari make a match game agar kelompok lain tidak mencontek.sehingga kelompok lain berusaha menempel dengan sendiri walaupun salah satu anggotanya diam-diam mengintip jawaban dari kelompok lain.

Ketika guru membagikan kertas berisi gambar dan juga membagikan kartu yang berisikan descriptive text untuk tiap gambar, siswa terlihat sangat antusias sekali. Setelah guru selesai menjelaskan peraturan permainanya dan menyuruh siswa untuk membuka kartunya, dengan antusias siswa membuka kartu Mereka langsung membuka kartu dan mendiskusikan isinya. Mereka berbicara satu dengan yang lain untuk mendiskusikan kartu itu. Tapi ada juga beberapa siswa yang tidak ikut berdiskusi, mereka hanya diam dan membantu melepaskan double tip dari kartu. Terlihat juga beberapa siswa yang membuka kamus untuk mencari kata-kata yang sulit.

Setelah semua selesai ET melakukan class discussion unuk membahas semua jawaban siswa. Dari seluruh kegiatan hari itu tampak sekali bahwa sebagian besar siswa telah berpatisipasi aktif. Sebanyak 28 siswa sudah menunjukan participasinya selama pembelajaran, 25 siswa menjalin komunikasi yang sebagai selama proses, 29 siswa menunjukan kerjasama yang baik dan 27 siswa terlihat berusaha mengerjakan tugas yang diberikan padanya dan tidak mengganggu teman lain selama proses pembelajaran di petemuan ke-3 Cycle 1.

Field note 12

Waktu : Rabu, 14 September 2011
Tempat : Perpustakaan
R : Researcher
ET : English Teacher

Setelah keluar dari ruang kelas, ET dan R langsung menuju perpustakaan untuk mengadakan refleksi mengenai keseluruhan Cycle 1 hasil dan rencana untuk melanjutkan Cycle 2 atau tidak.

Field note 13 (Cycle 2, Pertemuan 1)

Waktu : Jum'at, 16 September 2011
Tempat : Ruang Kelas VIIC
R : Researcher
ET : English Teacher
Ss : Students

ET memasuki ruang dan R mengikuti guru dari belakang. Setelah memasuki kelas, guru kemudian mengucapkan salam dan menanyakan keadaan siswa. Kemudian guru menyuruh salah satu siswa untuk mempersiapkan LCD.

Setelah semuanya beres, guru memulai dengan menanyakan apa sajakah yang sering ditemui di tempat wisata, jenis informasi apa saja yang ditemukan di tempat wisata. Kemudian ada sekitar 20 siswa yang menjawab dan bertanya kepada guru. Kebanyakan mereka menjawab peraturan. Kemudian ET menyimpulkan bahwa mereka akan belajar tentang Notices. Kemudian guru menunjukkan beberapa contoh Notices dalam slide power point.

Karena hanya 1 jam pelajaran, maka ketika guru akan menjelaskan lebih detail waktunya pun sudah habis. Dan pelajaran akan dilanjutkan pada pertemuan selanjutnya.

Field note 14 (Cycle 2, Pertemuan 2)

Waktu : Selasa, 20 September 2011
Tempat : Ruang Kelas VIIC
R : Researcher
ET : English Teacher
Ss : Students

ET memasuki ruangan. Suasana di kelas sangat ramai. Kemudian ET menyapa siswa dan memimpin berdoa.

Materi hari itu adalah tentang Notices. Setelah mereview apa yang mereka pelajari meeting sebelumnya, guru menjelaskan tentang Notices. Setelah guru menjelaskan tentang beberapa notices, guru menyuruh siswa untuk membentuk grup. Beberapa siswa mengatakan tidak jika grupnya sama seperti pertemuan sebelumnya. Tetapi ketika guru memberitahu bahwa kelompoknya akan berbeda, siswa-siswa tersebut pun menyambut dengan gembira terlebih setelah mereka tahu bahwa mereka bisa memilih grup sendiri walaupun tetap sesuai dengan aturan dari guru.

Setelah selesai membentuk grup, siswa duduk bersama grup mereka. Mereka terlihat jauh lebih senang dengan grup yang baru. Ketika melakukan kegiatan Round Robin Brainstorming

dimana siswa harus brainstorm apa yang ada dipikiran mereka ketika mereka membaca Notice “Keep Clean”. Mereka terlihat sangat senang dan terlihat bersemangat.

Untuk kegiatan Round Robin yang kedua, Setelah mereka mendapatkan pertanyaan, mereka langsung membuka pertanyaan itu. Mereka terlihat sangat serius. Kemudian setelah menyakinkan bahwa seluruh siswa telah mendapatkan soal, guru memberikan waktu 5 menit untuk berpikir. Siswa terlihat sangat antusias sekali. Ruang kelas yang tadinya ramai, kini menjadi sepi. Setelah 5 menit, guru menyuruh tiap ketua kelompok untuk memulai round robin style. Para ketua kelompok terlihat menulis jawaban mereka di worksheet. Kemudian mereka menyerahkan worksheet ke teman sebelahnya. Ada beberapa siswa yang hanya diam ketika mendapati worksheet itu. Tapi ada juga yang terlihat berpikir dan ada beberapa yang bertanya ke teman sebelah.

Setelah beberapa saat mengerjakan, guru yang ketika itu mengunjungi semua grup, memulai diskusinya. Tiap grup antusias sekali ketika mempresentasikan hasil kerja mereka.

Siswa dapat menyelesaikan tugas tugas ini dengan tepat waktu. Selain itu siswa juga tidak banyak yang bertanya, setiap kelompok mampu bekerja sama untuk menyelesaikan soal dengan baik. Mereka ada yang bertugas untuk menulis jawaban, dan ada pula yang mencari jawabannya di buku dan kamus.

Karena bel tanda berakhirnya pelajaran berbunyi, guru mngakhiri prlejaran dengan membrikan feedback pada siswa dan mereview apa yang telah mereka lakuakan hari ini. Kemudian ET dan R meninggalkan kelas.

Field note 15 (Cycle 2, Pertemuan 3)

Waktu : Rabu, 21 September 2011

Tempat : Ruang Kelas VIIC

R : Researcher

ET : English Teacher

Ss : Students

ET memasuki ruangan bersama R. Siswa sudah duduk rapi dengan grupnya. ET langsung memulai pelajarannya dengan mereview pelajaran Selasa lalu.

Setelah itu guru membagikan worksheet dan memulai aktivitas Numbered Head Together (NHT). Mereka kemudian mengundi nomer untuk mereka sendiri seperti di Cycle 1. Untuk kali ini, mereka harus bekerja in pair baru kemudian mencocokkan jawaban dengan group. Mereka terlihat senang dan ketika no mereka disebut, mereka bias mnjawab karena mereka lebih yakin dengan jawaban mereka. Setelah itu, guru melakuakn diskusi. Semua siswa terlibat aktif dalam diskusi.

Setelah melakukan diskusi untuk aktivias NHT, guru kemudian membegikan worksheet untuk Make a Match, gambar, dan notice. Kemudian guru menyuruh siswa menjodohkan notices dang amber itu sesuai denagn situasi dalam worksheet.aktivitas ini dalah dalam bebtuk game. Jadi mereka berlomba untuk jadi pemenang..

Hampir semua siswa terlihat antusias sekali menngerjakan soal. Mereka berdiskusi dengan group mereka. Tidak tampak siswa yang ramai atau mengganggu group lain. Mereka terlihat fokus dengan group mereka. Para siswa saling tolong menolong untuk menyelesaikan tugas dengan baik karena mereka ingin menjadi juara.

Akhrinya, setelah selesai semua, guru mengecek pekerjaan sswa dengan melakukan diskusi kelas. Group 4 akhirnya menjadi pemenangnya.

Akhirnya setelah menyelesaikan semuanya, ET memberikan feedback dan mereview apa saja yang telah mereka pelajari.

Field note 16

Waktu : Jum'at, 23 September 2011
Tempat : Ruang Guru
R : Researcher
ET : English Teacher

Hari ini R bertemu dengan ET untuk memberitahukan bahwa semua indikator keberhasilan penelitiannya telah terpenuhi. Jadi setelah berdiskusi dengan guru, maka diputuskan bahwa penelitian ini sudah selesai.

Field note 17

Waktu : Jum'at, 23 September 2011
Tempat : Ruang Kepsek
R : Researcher
KS : Kepala Sekolah

Setelah bertemu dengan guru bahasa Inggris, R menemui KS di ruangannya untuk memberitahukan bahwa penelitiannya sudah selesai dan R tinggal mengurus surat-surat yang dibutuhkan.

Field note 18

Waktu : Sabtu, 8 Oktober 2011
Tempat : Ruang Guru, Ruang Kepsek, dan Ruang TU

R mengucapkan terimakasih dan berpamitan dengan para guru dan kepala sekolah serta dengan para pegawai TU. R juga memberikan hasil-hasil penelitian berupa materi, lesson plan, dsb pada guru bahasa Inggris.

INTERVIEW TRANSCRIPTS

Interview 1

Jum'at, 29 Juli 2011

R : Researcher

KS : Kepala Sekolah

- R : "Permisi pak, saya Erma dari UNY mau minta izin penelitian di sekolah ini. Saya sebenarnya sudah berkomunikasi dengan pak Bari, Pak, selaku wakil kepala sekolah sekitar bulan Januari ketika saya mulai membuat proposal dan melakukan observasi di sekolah ini"
- KS : "Ow begitu. ya mbak silahkan dengan senang hati. Kira-kira untuk berapa lama?"
- R : "Kira-kira satu sampai dua bulan pak. Ini suratnya Pak."
- KS : "Anda jurusan apa?"
- R : "Saya bahasa Inggris pak"
- KS : "Kalau begitu nanti anda langsung berkomunikasi saja dengan guru bahasa Inggris. Subjeknya mau yang kelas berapa?"
- R : "Kelas 8 pak. Soalnya kalau kelas 7 masih terlalau awal sedangkan untuk kelas 9, mereka sudah difokuskan ke UAN pak. Jadi saya takut kalau mengganggu."
- KS : "Oya mbak, itu memang benar. Kalau mbaknya mau pakai kelas VIII berarti nanti mbak langsung saja bertemu dengan Bu Wahyu selaku guru Bahasa Inggris untuk kelas 8. Nanti mbak konsultasikan dengan beliau."
- R : "Oya Pak. Terima kasih".
- KS : "Judul penelitiannya apa mbak?"
- R : "Itu pak, tentang peningkatan kualitas pengajaran dan pembelajaran reading."
- KS : "Materinya gimana mbak? Untuk semester ini apa semester 2?"
- R : "Untuk semester 1 pak dan masalah materi nanti saya manut sama bu Wahyu supaya tidak bertabrakan dengan materi yang beliau sampaikan malahan saya menginginkan materi itu belum disampaikan oleh bu Wahyu. Untuk materi tentu saja pak berdasarkan SKKD untuk SMP kelas 8"
- KS : "Ow bagus itu mbak. Jadi harus disesuaikan memang. Soalnya dulu saya pernah ada mahasiswa yang mau penelitian di semester 1 tapi materinya dia milih semester 2 jadi ya tdk sesuai."
- R : "Kalau saya insya Allah tidak pak. Saya sudah disesuaikan dengan apa yang ada di semester ini"
- KS : "Ok mbak. Mbak nya bisa memulainya terserah mbak, tapi kalau untuk tanggal 2 Agustus besok sekolah libur mbak. Jadi bisa dimulai tanggal 3 Agustus"
- R : "Baik Pak. Terimakasih. Kalau begitu pak, sya kesini tanggal 3 agustus saja. Kalau begitu saya mohon diri pak. Terima kasih atas izin yang diberikan".
- KS : "Sama-sama mbak".

Interview 2

Rabu, 3 Agustus 2011

R : Researcher

T : Teacher

R : "Selamat pagi Bu."

T : "Selamat pagi"

R : "Begini Bu, saya Erma Ady, mahasiswa dari UNY yang akan melakukan penelitian di sekolah ini. Dan saya sudah mendapatkan izin dari Kepala Sekolah dan beliau sudah mengizinkan saya untuk bertemu dengan Ibu untuk membahas tentang penelitian saya".

T : "O iya. Gimana ada yang bisa saya bantu"

R : "Saya mau tanya-tanya sama Ibu mengenai pembelajaran Bahasa Inggris di sekolah ini. Bagaimanakah menurut Ibu pembelajaran di sekolah Bahasa Inggris di sekolah ini"

T : "Saya rasa sudah berjalan dengan baik. Tapi ya mbak fokusnya kita masih pada reading dan writing".

R : "Kenapa Bu?Harusnya kan sudah terintegrasi?"

T : "Ya memang harusnya gitu. Tapi karena kita persiapan UAN dan UAS jadi ya fokusnya lebih banyak ke reading."

R : "Wow, berarti sudah baik dong kemampuan reading siswa?"

T : "Gak juga lah mbak. Saya aja masih bingung kok gimana meningkatkannya. Wong kalau di kelas susahny minta ampun."

R : "Kenapa Bu? Menjelaskannya atau gimana?"

T : "Mereka masih sulit memahami arti kata. Jadi ya dikit-dikit tanya"

R : "Berarti mereka termasuk aktif dong Bu?"

T : "Ga juga, hanya beberapa saja. Keaktifan mereka sangat rendah. Saya aja sampai bingung. Ketika saya Tanya gak ada yang jawab, lo ga jelas mereka kok jarang Tanya. Malah seringnya rame di kelas".

R : "O gitu ya Bu. Berarti keaktifan siswa belum terlihat ya Bu."

R : "Kelas yang paling rendah kemampuan dan keaktifannya menurut ibu kelas apa ya?"

T : "Saya mengampu kelas VIIIB, VIIIC, VIID dan VIIE. Yang paling bagus itu VIIE. Mereka juga aktif-aktif anaknya, kalo kelas VIIIB dan VIID itu masih mending. Nah kalo VIIIC ini ramainya minta ampun tapi lo ditanya ga ada yang mau jawab dan gak ada yang bisa jawab. Jawab aja ngawur mbak. Mereka itu malas banget kalo disuruh baca"

R : "O gitu ya Bu. Oke lah bu saya akan melakukan observasi dulu untuk melihat real kondisinya dari kelas-kelas itu. Jadi hari apa saja ibu ngajarnya?"

T : "Untuk observasi bisa dimulai minggu depan aja tanggal 9 Agustus soalnya lo sekarang saya sedang mengadakan kuis jadi nanti siswa hanay mengerjakan ulangan. Nah untuk penelitian mungkin tanggal 16 Agustus sudah bisa karena saya akan menyelesaikan materi saya dulu."

R : "Buku yang dipakai apa ya bu?"

T : "Ow ini mbak saya ngambil dari berbagai sumber di BSE dan LKS Lintas."

R : "Ini ya bu, berarti kalau ngajar tiap hari pakai itu bu?"

T : "Iya mbak"

R : "Nggak ada buku yang lain gitu bu?"

T : "Alah mbak wong cuma pakai LKS ini aja kadang bayare lama jadi ya saya nggak tawarin buku-buku mbak"

Interview 3**Rabu, 3 Agustus 2011****R : Researcher****KS : Kepala Sekolah**

R : "Selamat siang pak."

KS : "Siang mbak. Gimana dah ketemu bu Wahyu?"

R : "Sudah pak. Rencana saya akan mulai observasi tanggal 9 Agustus dan rencana memulai penelitian tanggal 16 Agustus."

KS : "Oya sudah mbak, Semoga semuanya berjalan dengan lancar dan sukses."

R : "Terima kasih Pak."

Interview 4**Selasa, 9 Agustus 2011****R : Reseacher****S : Student**

R : "Suka dik sama bahasa Inggris?"

S : "Ga suka mbak".

R : "Yang tidak disukai yang apa? Mendengarkan, berbicara, membaca teks atau menulis?"

S : "Mengartikan sama membaca teks itu ga suka."

R : "Kenapa?"

S : "Sulit mbak. Saya ga bisa".

R : "Lo ga bisa kok ga tanya ma Ibu guru?"

S : "Malu mbak."

R : "Kok malu?"

S : "Ya malu aja".

R : "Lo disuruh maju gitu mau ga?"

S : "Ditunjuk dulu baru mau".

R : "Lo ga ditunjuk?"

S : "Ya ga maju."

Interview 5**Selasa, 9 Agustus 2011****R : Reseacher****S : Student**

R : "Tadi kok waktu pelajaran Bahasa Inggris kok rame?"

S : "Bosen mbak. Jadi ya tak tinggal ngobrol sama teman".

R : "Emang ga suka Bahasa Inggris ya?"

S : "Ya"

R : "Kenapa?"

S : "Ga tahu artinya mbak."

- R : “Lo ga tahu kok ga nanya ma Ibu guru?”
 S : “Malu Mbak”.
 R : “Kenapa?”
 S : “Takut diketawain teman-teman”.

Interview 6

Selasa, 9 Agustus 2011

R : Reseacher
S : Student

- R : “Tadi waktu ditanya sama Ibu guru kok diam dik?”
 S : “Takut salah mbak soalnya ga tahu jawabnya”.
 R : “Kenapa ga tahu?”
 S : “Teksnya sulit. Ga tahu artinya mbak”.

Interview 7

Selasa, 9 Agustus 2011

R : Reseacher
S : Student

- R : “ Suka ga dik sama Bahasa Inggris?”
 S :” Lumayan ga suka”
 R :” Lho kenapa?”
 R :”Emang yang tidak disukai yang apa? Mendengarkan, berbicara, membaca teks atau menulis?
 S : “Mengartikan sama membaca teks itu ga suka.”
 R : “Kenapa?”
 S : “Sulit mbak. Saya ga bisa.”
 R : ‘Lo ga bisa kok ga tanya ma Ibu guru?’
 S : “Malu mbak.”
 R : “Kok malu?”
 S : “Ya malu aja.”
 R : ”Lo disuruh maju gitu mau ga?”
 S : “Ditunjuk dulu baru mau.”
 R : “Lo ga ditunjuk?”
 S : ‘Ya ga maju’

Interview 8

Selasa, 9 Agustus 2011

R : Reseacher
T : Teacher

- R : ”Materi yang sudah diajarkan apa saja bu?”

- T : "Sekarang saya masih mengajarkan descriptive teks dengan topik "ANIMALS". mbaknya materinya menyesuaikan saja jadi nanti habis ini itu masih tentang descriptive teks tapi topiknya "TOURIST ATTRACTION" saja mbak. Biar ga loncat-loncat materinya dan setelah itu mungkin bisa recount atau short functional texts kaya notice, advertisement."
- R : "Ya nanti untuk pertemuan pertama membahas itu saja Bu tentang descriptive teks."
- T : "Terus gimana mbak jika saya yang tetap mengajar? Jadi mbaknya jadi observernya saja."
- R : "Action Research itu fleksible bu jadi ga pa pa. Terlebih saya juga fokusnya ke kualitas pengajaran dan pembelajaran serta keaktifan siswa jadi saya rasa memang saya sebaiknya jadi observer saja dan ibu sebagai gurunya. Soalnya kalau saya yang mengajar nanti saya kesulitan untuk melihat keaktifan tiap anak"
- T : "Ya mbak nanti kita sama-sama enak mbaknya bisa focus pada apa yang ingin diteliti dan anak-anak tidak harus beradaptasi lagi."
- R : "Iya Bu"

Interview 9

Jum 'at, 9 September 2011

R : Researcher

T : Teacher

- R : "Gimana Bu, tadi waktunya tidak cukup untuk membentuk grup. Jadi ya pertemuan kedua saja gih Bu?"
- T : "Oya Mbak, soalnya tadi untuk lead in saja butuh waktu lama."
- R : "Ga pa pa Bu. Tadi juga menurut saya sudah baik. Siswa kelihatannya penasaran sekali dengan materi itu sehingga mereka sangat antusias sekali ketika ibu menunjukkan gambar-gambar tadi."
- T : "Iya mbak mereka itu paling suka kalau lihat gambar."
- R : "Oya Ibu untuk pembentukan grupnya kita berdasar pada prinsip cooperative learning dimana nanti group itu terdiri dari siswa pinter dan maaf yang kurang..jadi gimana baiknya bu. Kalau saya rencana mau memilih siswa-siswa yang pinter sebagai ketua di grup dan yang lain nanti berhitung saja. Gimana Bu?"
- T : "emang harus gitu mbak soalnya kalau ga campur nanti malah pada ramai sendiri. Kalau gitu sekarang mbak ke TU minta daftar peringkat siswa..eh mau pake peringkat atau apa?"
- R : "Peringkat saja bu yang dari kelas 7 semester 2."
- T : "ya kalau begitu mbak minta daftarnya ke TU sekarang."
- R : "Ini ibu saya sudah dapat daftarnya."
- T : "Gimana mbak? Diambil dari peringkat 1 amapai?"
- R : "jumlah siswa ada 31 jadi nanti menjadi 8 kelompok, 7 kelompok beranggota 4 orang dan 1 kelompok 7 orang. Ya berate dari peringkat 1 sampai 8."
- T : "Ok mbak yang penting harus ada yang memimpin istilahnya."

Interview 10**Jum' at, 9 September 2011****R : Researcher****S : Student**

R : "Tadi seneng ga dik ada gambar-gambar gitu?"

S : "Ya mbak..saya suka banget."

R : "Adiknya tadi semangat banget jawabnya. Kok bisa".

S : "Aku pernah kesana mbak ke prambanan. Jadi ya aku tahu gimana disana itu."

Interview 11**Selasa, 13 September 2011****R : Researcher****S : Student**

R : "Tadi kenapa cuma diem dik?Ada masalah?"

S : "Ga apa-apa mbak."

R : "Ga suka sama gambarnya ya atau gambarnya ga menarik?"

S : "Ga Mbak. Gambarnya bagus. Tadi malu aja mbak."

R : " Kenapa harus malu?"

S : "E..ya malu mbak"

Interview 12**Selasa, 13 September 2011****R : Researcher****S : Student**

R : "Senang ga dik kerja di group?"

S : "Seneeng..."

R : "Senengnya dimana?"

S : "Ya kalo bareng-bareng kan banyak temennya jadi ya gampang"

R : "Gampang ngerjainnya maksudnya..?"

S : "Iya..."

Interview 13**Selasa, 13 September 2011****R : Researcher****S : Student**

- R : “Seneng ga dik lo dikerjain bareng-bareng gitu?”
 S :” Seneeng Mbak.”
 R : “Yang bikin senang apa?”
 S : “Jadi gampang jawabnya mbak. Karena dikerjakan bersama.”

Interview 13

Selasa, 13 September 2011

R : Researcher
S : Student

- R : “Gimana dik rasanya kerja di group? Seneng ga?”
 S : “Tentu, Mbak. Seneng banget.”
 R : “Kenapa?”
 S : “Ya jadi mudah ngerjainnya.”
 R : “Komunikasi antar anggotanya berjalan dengan baik?”
 S : ”Ya. Kita ngerjain tugasnya sama-sama. Temen-temen enak diajak diskusi.”

Interview 14

Selasa, 13 September 2011

R : Researcher
S : Student

- R : “Gimana tadi dik kerja di group, asyik ga?”
 S :”Asyik mbak”.
 R :”Komunikasi dengan temen gimana? Pada diem ga diajak ngomong?”
 S : “Ga mbak. Pada cerewet-cerewet kok malah rame tadi.”

Interview 15

Selasa, 13 September 2011

R : Researcher
S : Student

- R : “Gimana dik tadi groupnya? Menyenangkan kah?”
 S : “Ga mbak. Cuma pada rame sendiri. Bisa ganti ga mbak?”.

Interview 16

Selasa, 13 September^h 2011

R : Researcher
S : Student

- R : “Tadi kok malah rame sama kelompok depannya sih?Kenapa?”
 S : “Bosan mbak. Kelompoknya ga suka.”

- R : “Kenapa?”
 S : “Malu mbak. Cewek semua.”

Interview 17

Selasa, 13 September^h 2011

- R : Researcher**
S : Student

- R : “Aktivitas yang menulis kata-kata untuk Borobudur tadi menyenangkan ga?”
 S : “Ya mbak. Aku suka.”
 R : “Apanya yang kamu sukai dari kegiatan itu?”
 S : “Tambah tahu kata-kata dan membuat kita berpikir cepat.”

Interview 18

Selasa, 13 September 2011

- R : Researcher**
S : Student

- R : “Seneng ga dik dengan kegiatan tadi?” (Round Table Brainstorming)
 S : “Senang mbak. Ga kaya yang dulu-dulu”.
 R : “Emang yang dulu gimana?”
 S : “Ya cuma jawab soal gitu.”
 R : “Emang yang ekarang ga?”
 S : “Ya iya, tapi sekarang kita harus berngingat-ingat kata dan cepet-cepetan cari di kamus.”

Interview 19

Selasa, 13 September 2011

- R : Researcher**
S : Student

- R : “Tadi kok cuma diam aja dik waktu ngerjain soal?Kenapa?”
 S : “Ga tahu jawabannya mbak.”
 R : “Tadi kok ga ikut diskusi ma kelompoknya?”
 S : “Ga tahu mbak mau ngomong apa.”
 R : “Lha terus tadi ngapain?”
 S : “Apa ya mbak...?? Cuma dengerin aja mbak.”

Interview 21

Rabu, 14 September 2011

- R : Researcher**

S : Student

R : “Dik april kemarin cuma diem aja tapi tadi waktu di suruh jawab bisa ngomong tuh? Kok ga dari kemarin sih?Kenapa?”

S : “Tadi kan di panggil mbak nomernya.”

R : “Jadi gimana, menarik ga kegiatannya?”

S : “Iya sih mbak tapi bikin deg-degan.”

Interview 22

Rabu, 14 September 2011

R : Researcher

S : Student

R : “Menyenangkan ga dik kegiatan tadi (NHT)?”

S : “Ya mbak.”

R : “Alasannya apa kok menyenangkan menurutmu?”

S : “Bikin deg-degan mbak tapi asyik soalnya kita jadi terpacu untuk cari jawaban.”

Interview 23

Rabu, 14 September 2011

R : Researcher

S : Student

R : “Bagaimana de’ tadi permainanya? Seneng nggak?”

S : “Ya.”

R : “Apa yang membuat kamu seneng?”

S : “Menantang mbak.”

R : “Menantang gimana?”

S : “Lo ga tahu isi kartunya nanti bisa salah tempel”.

Interview 24

Rabu, 14 September 2011

R : Researcher

T : Teacher

R : “Jadi bagaimana bu, sudah terlihat peningkatannya belum di cycle pertama ini?”

T : “Yang jelas sudah mulai ada sedikit peningkatan ya mbak”

R : “Peningkatannya dimana bu kira-kira?”

T : “Ya itu mereka keliatan tertarik ketika liat gambar yang dari internet itu mbak, mereka senang kerja di grup, dan semua siswa terlihat bekerja semua walau ada beberapa siswa yang masih diam dan rame”.

- R : "Aktivitas apa saja yang menurut ibu sudah bisa berjalan dengan baik dan mampu meningkatkan keaktifan siswa?"
- T : "Yang brainstorming kemarin bagus mbak, mereka terlihat antusias sekali walau awal-awalnya harus jelasin berkali-kali tapi siswa senang kelihatannya soalnya mereka cepet-cepetan jawab. Terus yang menjodohkan itu, menarik mbak siswa terlihat semangat sekali waktu menempel kartunya. Mereka rame tapi rame karena bekerja. Ya..dan itu kan juga awal yang bagus mbak"
- R : "Terus bagaimana dengan yang NHT bu?"
- T : "Menurut saya kok belum bisa maksimal mbak. Siswa masih bingung dan rata-rata cuma anak-anak itu saja yang jawab. Terlihat sekali mendominasi. Pake nomer itu benarnya bagus mbak biar mereka nanti jawab tapi tadi kayaknya masih pada bingung."
- R : "Oh gitu ya Bu. Jadi menurut ibu gimana? Masih perlu dipakai tidak?"
- T : "Tapi ya ga papa mbak. Sebenarnya juga bagus tapi mungkin mereka belum begitu dong dengan tekniknya. Besok tetap dipakai semuanya saja mbak. Tapi mungkin perlu dimodifikasi."
- R : "O ya bu. Nanti saya pikirkan kira-kira yang lebih baik lagi dari yang ini. Terus menurut ibu, gimana dengan kerja tiap grup? Soalnya tadi ada beberapa grup yang kurang kerjasamanya dan cenderung malah pada diem."
- T : "Tadi saya juga liat mbak, kelompoknya Rega yang dia cowok sendiri, terus kelompoknya Budi yang hanya cewek-cewek nya kerja".
- R : "Iya, tadi malah ada yang tanya bias diganti atau tidak."
- T : "Cenderung hanya beberapa grup yang berjalan dengan baik".
- R : "Kalau besok kita ganti saja gimana bu? Tapi tetep yang pinter-pinter dipisah. Nah yang lainnya tinggal memilih sendiri yang mereka mau tapi tetep 1 group itu hanya terdiri dari 4 orang, gimana menurut ibu?"
- T : "Bisa dicoba mbak kelihatannya malah lebih cocok kalau begitu?"
- R : "Cocok gimana Bu?"
- T : "Maksudnya jadi mereka memilih mana yang mereka suka dan cocok."
- R : "Oke kalau begitu besok kita ganti grupnya dan mempertahankan aktivitas brainstorming dan make a match serta nanti saya coba untuk memodifikasi NHT nya. "

Interview 25

Kamis, 15 September 2011

R : Researcher

T : Teacher

- R : "Berdasarkan hasil analisis saya bu, ternyata indikator yang saya gunakan untuk menentukan berhasil atau tidaknya research ini belum terpenuhi. Jadi rata-rata per indikator itu belum memenuhi 75% dari jumlah siswa. Jadi kita harus ke cycle 2 bu."
- T : "Oya ga papa mbak."
- R : "Materinya mau apa bu? Short functional texts atau recount?"
- T : "Notices aja mbak sebagai terusan yang kemarin jadi nanti tentang notices yang biasa ditemui di tempat umum."

R : "Ok bu."

Interview 26

Selasa, 20 September 2011

R : Researcher

S : Student

R : "Seneng ga dik dengan group yang baru?"

S : "Sangat senang mbak."

R : "Yang membuat senang apa?"

S : "Group yang sekarang lebih aktif-aktif. Ga pada diem kaya yang kemarin."

Interview 27

Selasa, 20 September 2011

R : Researcher

Ss : Student

R : "Bagaimana dengan pelajaran hari ini?"

Ss : "Menyenangkan sekali."

R : "Seneng ga kalian?"

Ss : "Seneng"

R : "Bagaimana group kalian tadi? Paling cepet atu paling lambat?"

Ss : "Tadi kelompok saya paling cepet ngerjainnya mbak."

R : "Oh ya? Trus tadi yang maju duluan kelompoknya siapa?"

Ss : "Ya kelompok saya"

R : "Notice nya mudah dimengerti nggak?"

Ss : "Lumayan gampang mbak, soalnya tadi dikerjain bareng."

Interview 28

Selasa, 20 September 2011

R : Researcher

S : Student

R : "Gimana dik tadi groupnya? Menyenangkan kah?"

S : "Ya Mbak. Tadi enak dan santai banget mbak. Ga kaya kemarin. "

R : "Apa yang bikin beda dari yang kemarin?"

S : "Teman-temannya jauh lebih terbuka dari yang kemarin jadi enak mbak diajak diskusi."

Interview 29

Selasa, 20 September 2011

R : Researcher

S : Student

R : “Gimana dik aktivitasnya tadi? Menyenangkan kah?”

S : “Ya Mbak. Tadi asyik tapi sult mbak.”

R :”O iya???Apa yang bikin asyik dik?dan apa yang bikin sulit?”

S : “Asyiknya karena harus cepet-cepet jawab dan ikut mikir juga karena dapat soal. Dan yang bikin sulit itu saya jawabannya mbk. Jadi tadi sering tanya temen. ”

Interview 30

Rabu, 21 September 2011

R : Researcher

S : Student

R :”Gimana dik menurutmu aktivitas yang kerja berpasangan dulu baru dengan group? membuatmu mudah ga dalam mengerjakan soal?”

S :”Iya mbak. Bikin lebih mudah.”

Interview 31

Rabu, 21 September 2011

R : Researcher

S : Student

R :”Tadi siap ga dik ketika ditunjuk guru?”

S : “Iya mbak. Sangat siap.”

R : “Wah, hebat neh...yang bikin siap apa? Yang minggu lalu kan ga jawab jawab waktu ditunjuk? Inget kan?”

S :”Ya karena dikerjain berdua dulu terus dikoreksi ma temen kelompok. Jadi tahu jawab yang bener mbak.”

Interview 32

Rabu, 21 September 2011

R : Researcher

S : Student

R : “Gimana dik tadi game nya? Menyenangkan?”

S :”Ya, mbak.”

R : “Tadi ikut ngerjain ga?”

S : “Semua kelompok saya ngerjain semua mbak.”

R :”Ingin menang ya?”

S : “Iya biar dapat nilai plus.”

Interview 33**Rabu, 21 September 2011****R : Researcher****S : Student**

R : "Tadi groupnya menang to?seneng ga?"

S : "Yaaa Mbak. Seneng banget."

R : "Yang bikin menang apa sih?"

S : "Soalnya mudah dan kita ngerjain bareng mbak. Semuanya kerja. Jadi kita paling cepet dan hasilnya bener semua."

Interview 34**Rabu, 21 September 2011****R : Researcher****T : Teacher**

R : "Alhamdulillah bu untuk Cycle 2 sudah selesai, tinggal analysis data saja. Menurut Ibu gimana proses belajar mengajar di Cycle 2 ini?"

T : "Lebih meningkat mbak dari yang pertama. Anak-anak jauh lebih aktif. Mungkin pengaruh grupnya juga."

R : "Untuk tiap indicator gimana Bu?"

T : "Yang terlihat jelas itu partisipasi mereka, terus tanggung jawabnya waktu ngerjain dan mendapat jatah jawab terus kerja sama nya terlihat sekali apalagi waktu Make a Match tadi."

R : "Terus menurut ibu bagaimana dengan actions-actions yang saya aplikasikan di cycle ini?"

T : "Menurut saya ini tambah membuat siswa lebih active mbak, mereka juga terlihat senang tadi dalam pelajaran. Lo tadi pengamatan saya, mungkin sudah hampir semua yang aktif."

Interview 35**Jum'at, 23 September 2011****R : Researcher****T : Teacher**

R : "Selamat pagi Bu."

T : "Selamat pagi mbak. Gimana analisisnya?"

R : "Alhamdulillah Bu, berdasar analysis saya, semua indicator keberhasilan saya sudah terpenuhi.:"

T : "Ok kalau begitu berarti sudah tidak perlu lagi ada Cycle berikutnya"

R : "Iya Bu, nanti hasil-hasilnya sssya berikan juga ke Ibu"

T : "Ok mbak."

Interview Guidelines

A. Before the Action

1. For the teacher
 - a. Apa pendapat Ibu mengenai pembelajaran bahasa Inggris di SMP 1 Paliyan?
 - b. Bagaimana kemampuan reading siswa kelas VIII?
 - c. Apakah selama proses kegiatan belajar mengajar siswa aktif bertanya kepada guru?
 - d. Apakah selama proses kegiatan belajar mengajar siswa berani menyampaikan pendapat dan ide mereka?
 - e. Apakah selama proses kegiatan belajar mengajar siswa berani menjawab pertanyaan guru? Jika Mereka berani apakah itu karena ditunjuk atau secara sukarela?
 - f. Kesulitan apa saja yang Ibu temukan selama mengajar bahasa Inggris, khususnya Reading skill?
 - g. Dalam pengajaran bahasa inggris, Ibu seringnya menyuruh siswa bekerja sendiri atau berkelompok? Mengapa?
2. For the students
 - a. Bagaimana perasaan kalian dengan pelajaran bahasa Inggris? Suka atau tidak suka? Jika suka kenapa? Jika tidak suka kenapa?
 - b. Apakah kalian suka membaca teks berbahasa Inggris? Jika iya kenapa? Jika tidak kenapa?
 - c. Adakah kesulitan ynag kalian temukan saat membaca text berbahasa Inggris?
 - d. Biasanya ketika belajar bahasa Inggris dikelas terutama Reading, kegiatan yang dilakukan apa saja? Apakah hanya menjawab pertanyaan bacaan atau ada kegiatan lain?
 - e. Ketika pelajaran bahasa inggris khususnya ketika mengerjakan tugas-tugas, seringnya kalian mengerjakan sendiri atau berkelompok?
 - f. Kalian lebih suka yang mana? Sendiri atau berkelompok?

B. After the Action

1. For the teacher
 - a. Bagaimana pendapat Ibu mengenai pembelajaran yang baru saja berlangsung?
 - b. Bagaimana dengan aktivitas-aktivitasnya, apakah sudah mendorong siswa untuk aktif?
 - c. Menurut Ibu, apakah aktivitas berhasil membuat siswa aktif berpartisipasi (aktif bertanya, aktif menjawab, berani menyampaikan pendapat)? Mengapa?
 - d. Apakah sudah ada interaksi antara guru dengan siswa dan siswa dengan siswa lainnya?
 - e. Apakah terdapat kendala dalam penggunaan aktivitas dalam kegiatan belajar mengajar?

- f. Bagaimana sebaiknya, apakah aktivitas Dilanjutkan atau diganti dengan aktivitas lain?
- g. Apa saran Ibu untuk pembelajaran selanjutnya?

2. For the students

- a. Bagaimana kegiatan dikelas tadi, menyenangkan atau tidak? Mengapa?
- b. Apakah kalian senang dengan aktivitas? Mengapa?
- c. Dengan aktivitas Apakah bisa membuat kalian berani menjawab pertanyaan guru?
- d. Dengan aktivitas Apakah bisa membuat kalian berani bertanya pada guru?
- e. Dengan aktivitas Apakah bisa membuat kalian berani mengungkapkan pendapat kalian guru?
- f. Dengan aktivitas Apakah bisa membuat kalian mudah memahami teks guru?
- g. Dengan aktivitas Apakah bisa membuat kalian mengerjakan soal-soal?
- h. Menurut kalian apakah ada yang kurang dalam aktivitas tadi?
- i. Apakah dengan bekerja dalam group bisa membantu kalian dalam belajar Reading?

**Observation Sheet of Teacher's Activities in the Teaching and Learning Process of
Reading through the use of Cooperative Learning Strategy**

Day/Date:

Meeting:

Topic :

Time :

Instruction:

1. This observation sheet is to observe the teacher's activities during the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks () to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on description column.

No	Aspects	Yes	No	Description
1	Opening the lesson			
	- Giving lead-in			
	- Stating the learning objective			
	- Motivating students			
2	Organizing the teaching and learning process			
	- Presenting the materials			
	- Organizing students in groups			
	- Guiding students in groups			
	- Controlling students in groups			
	- Evaluating students' works in groups			

3	Managing the teaching and learning process			
	- Managing the time			
	- Using media			
4	Closing the lesson			
	- Summarizing the materials			
	- Giving feedback			

Paliyan, September 2011

Observer

Criteria for Teacher's Activities Evaluation during the Teaching and Learning Process

Aspects	Indicators (Yes)
1. Opening the Lesson	
a. Giving Lead In	<ul style="list-style-type: none"> - The teacher gives lead in which is related to the material/topic. - The teacher interacts with the students when he/she gives lead in for example he/she asks students to give their opinions or give them questions to answers.
b. Stating the Learning Objective	<ul style="list-style-type: none"> - The teacher states the learning objective which is related to the materials/ topic and when stating the learning objectives, he/she invites the students' participation. - When stating the learning objective, the teacher interacts with the students communicatively by asking questions and asking for opinions.
c. Motivating Students to Actively Involve in Teaching and Learning Process	<ul style="list-style-type: none"> - The teacher uses utterances that can encourage the students to be energetic and ready to actively involve in the teaching and learning process. It can be seen when the students sit on their chair, smile to their teacher, and do not do any thing else except listen to their teacher.
2. Organizing the Teaching and Learning Process	
a. Presenting the Materials	<ul style="list-style-type: none"> - The teacher presents the materials participatory and pleasantly. - The teacher gives the students opportunities to give their opinions. - The teacher gives the students opportunities to ask questions. - The teacher creates pleasant atmosphere in the class so that the students are enthusiastic during the teaching and learning process. - The teacher teaches how to use reading strategies appropriate with the reading skills.
b. Organizing the Students in Groups	<ul style="list-style-type: none"> - The teacher organizes all the students politely and friendly in order to join with their groups. - The teacher work together with the students to organize the seating arrangement. - Class condition looks dynamic and properly arranged.
c. Guiding the Students in Their Group	<ul style="list-style-type: none"> - The teacher guides all of groups in accomplishing the tasks by visiting each group, asking their problem and helping them by giving advice and solution.

d. Controlling Students' Work in Groups	<ul style="list-style-type: none"> - The teacher controls and observes all of the students' work in groups by visiting each group
e. Evaluating the Result of Group discussions	<ul style="list-style-type: none"> - The teacher evaluates the result of group discussion by conducting class discussion and presentation for all groups - The teacher gives opportunities for all groups to present the result of their discussion
3. Managing the Teaching and Learning Process	
a. Managing the time	<ul style="list-style-type: none"> - The teacher manages the time properly as what has been planned in the lesson plan - The teacher uses the time well and appropriate as what has been planned in the lesson plan. - The teacher does not come late to the class. - The teacher does not leave the classroom when the teaching and learning process is running. - The teacher does not corrupt the time. - The teacher does not close the lesson earlier.
b. Using the Media	<ul style="list-style-type: none"> - The teacher uses media which is appropriate with the materials and the learning objective.
4. Closing the Lesson	
a. Summarizing the Materials	<ul style="list-style-type: none"> - The teacher makes summary which is appropriate with the learning materials and the learning objective. The teacher gives opportunities for the students to make the summary of what they have learned and they have done in the teaching and learning process.
b. Giving Feedback	<ul style="list-style-type: none"> - The teacher informs the students of what problem were with their works. For example: Have another look at number four. Most of them still have problem in finding the meaning of these words." - The teacher praises the students. For example: "Well done. This is much better." - The teacher gives encouragement. For example:" You all did the group activity quite well but I still found some of you did not participate in your group. Next time you have to participate actively in group activity.

**Observation Sheet of Student's Activities during the Teaching and Learning Process of
Reading through the use of Cooperative Learning Strategy**

Day/Date:

Meeting:

Topic :

Time :

Group :

Instruction:

1. The observation sheet is completed by the observer during the students' activities in class and groups.
2. The teacher and the observer check () to the column based on real condition.
3. The assessment of indicators is attached.

No	Aspects	Group Members			
1	Participation in the class and group activities				
2	Communication in the group				
3	Cooperation in the group				
4	Responsibility to the group				

Paliyan, September 2011

Observer

Criteria for Student's Activities Evaluation during the Teaching and Learning Process

No	Aspects	Indicators
1	Participation in the class and group discussion	<ul style="list-style-type: none"> - The student asks question to the teacher - The student answers the question from the teacher - The student gives opinions and ideas to the teacher and group - The student actively involves in the group activity physically. - The student looks energetic when doing group activities.
2	Communication in the group	<ul style="list-style-type: none"> - The student is not silent during the group discussion. - The student does not daydream during the group discussion. - The student discusses the material with the teacher and the group members (Talking about the topic)
3	Cooperation in the group	<ul style="list-style-type: none"> - The student always helps his/her group to accomplish the tasks. - The student supports their group when presenting the result of their discussion or performing in front of the class by giving applause and paying attention to them. - The student does not dominate the group
4	Responsibility to the group	<ul style="list-style-type: none"> - The student stays in his/her group until the all the activities have been finished. - The student finishes the task that has been divided before. - The student does not disturb her/his group or other groups for examples she/he keeps talking with their friends or always move from one group to another group even he/she leave the class during the teaching and learning process.

**Observation Sheet of Teacher's Activities in the Teaching and Learning Process of
Reading through Cooperative Learning Strategy (Cycle 1)**

Day/Date: Friday, 9th September 2011

Meeting: 1

Topic : Tourist Attractions

Time : 09.35-10.15

No	Aspects	Yes	No	Description
1	Opening the lesson			
	- Giving lead-in			The teacher gave lead in related to the topic. She asked the students some questions such as: How was your holiday? What places did you visit in your holiday? She also show some pictures of famous places such as Pisa Tower, Yogyakarta Palace, Prambanan, etc and asked questions related to the city and country where each tourist attractions were located.
	- Stating the learning objective			After showing the pictures, she asked "Did you know all about them?" Most of the students said:"No". Then, the teacher said: Ok. Today, I will give you some text. Do you know what text we are going to learn if it is related to some of these pictures ? If the text tells the description of something like where is located, what things can you find there, how it looks like just what we had done in the previous meeting? Then, some students answered: Descriptive text. Then, the teacher concluded that the learning objective was at the end of the lesson, you are able to comprehend some texts related to tourist attractions. If I asked you "Where is it located? What can you find there? How many temples are there? You will easily find that information in the text.
	- Motivating students			

2	Organizing the teaching and learning process			
	- Presenting the materials			The time was up.
	- Organizing students in groups			
	- Guiding students in groups			
	- Controlling students in groups			
	- Evaluating students' works in groups			
3	Managing the teaching and learning process			
	- Managing the time			The teacher used the time very well. She did lead in, stated learning objective appropriately.
	- Using media			The teacher used PowerPoint and LCD when showing some tourist attractions.
4	Closing the lesson			
	- Summarizing the materials			
	- Giving feedback			

**Observation Sheet of Teacher's Activities in the Teaching and Learning Process
of Reading through Cooperative Learning Strategy (Cycle 1)**

Day/Date: Tuesday, 13th September 2011

Meeting: 2

Topic : Tourist Attractions

Time : 07.15-07.55

07.55-08.35

No	Aspects	Yes	No	Description
1	Opening the lesson			
	- Giving lead-in			The teacher asked the students: Did you still remember the pictures I showed you last Friday? Some students mentioned some pictures they remembered.
	- Stating the learning objective			Then, the teacher stated that the learning objective was at the end of the lesson, the students will be able to comprehend some texts related to tourist attractions.
	- Motivating students			The teacher did not motivate the students.
2	Organizing the teaching and learning process			
	- Presenting the materials			When presenting the materials, the teacher shared the copies of the text entitled "The Sydney Opera House" to the students. Each student got one text. The teacher asked the students to read the text first. She asked the students whether they found difficult words or not. The students then, asked several words. Then the teacher asked them to open the dictionary. However, the students did not bring it. Then she told them the answer. Then, she read the text. After she read paragraph one paragraph, she asked the students some questions related to paragraph she read. She gave some students some

				strategies to answer the questions. She said:“ When you will answer the questions from text, you have to find the key words. If the question asked “Where” so you have to find place in the paragraph. If it is “When”, so you have to find time in the text. Then, to get the main idea, you see the title, read all the text fast, if there is a picture, look at the picture carefully.
	- Organizing students in groups			The teacher divided the students into eight groups. Seven students consisted of 4 students and one group consisted of 3 students. In grouping the students, the teacher has done as what planned before. The students are grouped based on Cooperative learning principal in which the groups were heterogeneous.
	- Guiding students in groups			The teacher visited the groups when those grouped called her. Therefore, she did not visit all the groups.
	- Controlling students in groups			The teacher did not control all the groups.
	- Evaluating students’ works in groups			The teacher evaluated the groups’ works by conducting class discussions. She pointed some students to present the result. Because the time was not enough, only several groups presented the result
3	Managing the teaching and learning process			
	- Managing the time			The teacher managed the time well. However, it consumed too much time to organize the students into the groups. Therefore, time for evaluating students’ works was not enough.

	- Using media			The teacher did not use media such as powerpoint and LCD when presenting the materials.
4	Closing the lesson			
	- Summarizing the materials			The teacher summarized the materials by herself without involving the students to make summary.
	- Giving feedback			The teacher gave feedback during the class discussion. However, she never praised the students.

**Observation Sheet of Teacher's Activities in the Teaching and Learning Process of
Reading through Cooperative Learning Strategy (Cycle 1)**

Day/Date: Wednesday, 14th September 2011

Meeting: 3

Topic : Tourist Attractions

Time : 11.55-12.35

12.35-13.15

No	Aspects	Yes	No	Description
1	Opening the lesson			
	- Giving lead-in			The teacher reviewed the last materials.
	- Stating the learning objective			The teacher did not state the learning objective.
	- Motivating students			The teacher did not motivate the students.
2	Organizing the teaching and learning process			
	- Presenting the materials			The teacher asked the students to work in groups.
	- Organizing students in groups			The teacher asked the students to work in groups. She helped the students to arrange the chairs. The class looked properly arranged.
	- Guiding students in groups			The teacher visited all the groups
	- Controlling students in groups			The teacher controlled all the groups. During group working, she walked around.
	- Evaluating students' works in groups			The teacher evaluated the groups' works by conducting class discussions. She pointed some students to present the result. Because the time was not enough, only several groups presented the result
3	Managing the teaching and learning process			
	- Managing the time			The teacher managed the time well.

				However, it consumed too much time to organize the students into the groups. Therefore, time for evaluating students' works was not enough.
	- Using media			The teacher used cards when doing "Make a Match" and some pictures.
4	Closing the lesson			
	- Summarizing the materials			The teacher summarized the materials by involving the students to make summary.
	- Giving feedback			The teacher gave feedback during the class discussion. However, she never praised the students.

**Observation Sheet of Teacher's Activities in the Teaching and Learning Process of
Reading through Cooperative Learning Strategy (Cycle 2)**

Day/Date: Friday, 16th September 2011

Meeting: 1

Topic : Notices

Time : 09.35-10.15

No	Aspects	Yes	No	Description
1	Opening the lesson			
	- Giving lead-in			The teacher gave lead in related to the topic. She asked the students some questions such as: What kinds of information did u find in the tourist resorts?
	- Stating the learning objective			The teacher stated that this lesson would be beneficial for you because it was kinds of warning, prohibition that usually found in the daily life.
	- Motivating students			The teacher motivated the students to be seriously in joining the lesson.
2	Organizing the teaching and learning process			
	- Presenting the materials			The time was up.
	- Organizing students in groups			
	- Guiding students in groups			
	- Controlling students in groups			
	- Evaluating students' works in groups			
3	Managing the teaching and learning			

	process			
	- Managing the time			The teacher used the time very well. She did lead in, stated learning objective appropriately.
	- Using media			The teacher used PowerPoint and LCD when showing some notices
4	Closing the lesson			
	- Summarizing the materials			
	- Giving feedback			

**Observation Sheet of Teacher's Activities in the Teaching and Learning Process
of Reading through Cooperative Learning Strategy (Cycle 2)**

Day/Date: Tuesday, 20th September 2011

Meeting: 2

Topic : Notices

Time : 07.15-07.55

07.55-08.35

No	Aspects	Yes	No	Description
1	Opening the lesson			
	- Giving lead-in			The teacher asked the students: Did you still remember the pictures I showed you last Friday? Some students mentioned some pictures they remembered.
	- Stating the learning objective			Then, the teacher stated that the learning objective was at the end of the lesson, the students would be able to comprehend some notices.
	- Motivating students			The teacher motivated the students by telling the use of notices.
2	Organizing the teaching and learning process			
	- Presenting the materials			When presenting the materials, the teacher invited the students to be actively involved.
	- Organizing students in groups			The teacher divided the students into eight new groups. Seven students consisted of 4 students and one group consisted of 3 students. In grouping the students, the teacher has done as what planned before. The students are grouped based on Cooperative learning principal in which the groups were heterogeneous.
	- Guiding students in groups			The teacher visited all groups.
	- Controlling students in groups			The teacher controlled all the groups.

	- Evaluating students' works in groups			The teacher evaluated the groups' works by conducting class discussions. She pointed some students to present the result.
3	Managing the teaching and learning process			
	- Managing the time			The teacher managed the time well. There was sufficient time for evaluating students' works
	- Using media			The teacher used media such as powerpoint and LCD when presenting the materials.
4	Closing the lesson			
	- Summarizing the materials			The teacher summarized the materials by involving the students to make summary.
	- Giving feedback			The teacher gave feedback during the class discussion. She praised the students for their good participation.

**Observation Sheet of Teacher's Activities in the Teaching and Learning Process of
Reading through Cooperative Learning Strategy (Cycle 2)**

Day/Date: Wednesday, 21st September 2011

Meeting: 3

Topic : Notices

Time : 11.55-12.35

12.35-13.15

No	Aspects	Yes	No	Description
1	Opening the lesson			
	- Giving lead-in			The teacher reviewed the last materials.
	- Stating the learning objective			The teacher stated the learning objective.
	- Motivating students			The teacher motivated the students.
2	Organizing the teaching and learning process			
	- Presenting the materials			The teacher asked the students to work in groups.
	- Organizing students in groups			The teacher asked the students to work in groups. She helped the students to arrange the chairs. The class looked properly arranged.
	- Guiding students in groups			The teacher visited all groups.
	- Controlling students in groups			The teacher controlled all the groups. During group working, she walked around.
	- Evaluating students' works in groups			The teacher evaluated the groups' works by conducting class discussions
3	Managing the teaching and learning process			
	- Managing the time			The teacher managed the time well.
	- Using media			The teacher used cards when doing "Make a Match" and some pictures.

4	Closing the lesson			
	- Summarizing the materials			The teacher summarized the materials and involved the students to make the summary.
	- Giving feedback			The teacher gave feedback during the class discussion. She praised the students for the result of their works and participation.

**The Result of Student's Activities during the Teaching and Learning Process of Reading
through Cooperative Learning Activities in Cycle 1**

Day/Date : Friday/ 9th September 2011

Meeting : 1

No	Students	Meeting 1			
		Ind. 1 Participation	Ind. 2 Communication	Ind.3 Cooperation	Ind. 4 Responsibility
1	Student 1			-	
2	Student 2		-	-	-
3	Student 3	-	-	-	
4	Student 4	-	-	-	
5	Student 5	-	-	-	
6	Student 6	-	-	-	-
7	Student 7	-	-	-	
8	Student 8	-	-	-	
9	Student 9	-	-	-	-
10	Student 10	-	-	-	-
11	Student 11	-	-	-	-
12	Student 12		-	-	
13	Student 13	-	-	-	
14	Student 14		-	-	-
15	Student 15	-	-	-	
16	Student 16	-	-	-	
17	Student 17	-	-	-	
18	Student 18	-	-	-	
19	Student 19	-	-	-	-
20	Student 20			-	
21	Student 21		-	-	
22	Student 22		-	-	
23	Student 23	-	-	-	
24	Student 24			-	-
25	Student 25	-	-	-	
26	Student 26			-	-
27	Student 27		-	-	
28	Student 28	-		-	-
29	Student 29	-		-	
30	Student 30	-	-	-	-
31	Student 31	-	-	-	
TOTAL		=9	=6	=-	=20
PERCENTAGE		29.03%	19.35%	0%	64.52%

Day/Date : Tuesday/ 13th September 2011

Meeting : 2

No	Students	Meeting 2			
		Ind. 1 Participation	Ind. 2 Communication	Ind.3 Cooperation	Ind. 4 Responsibility
1	Student 1			-	
2	Student 2			-	-
3	Student 3	-	-		-
4	Student 4	-	-	-	
5	Student 5		-		
6	Student 6				
7	Student 7	-	-	-	
8	Student 8				
9	Student 9			-	-
10	Student 10	-	-		-
11	Student 11	-	-	-	-
12	Student 12				
13	Student 13	-	-		
14	Student 14		-	-	
15	Student 15	-	-		
16	Student 16	-	-		
17	Student 17				
18	Student 18			-	
19	Student 19				
20	Student 20				
21	Student 21				
22	Student 22	-	-	-	-
23	Student 23				
24	Student 24				
25	Student 25	-	-	-	
26	Student 26				
27	Student 27		-		
28	Student 28	-			
29	Student 29				
30	Student 30	-			-
31	Student 31				
TOTAL		=19	=18	=21	=24
PERCENTAGE		63.33%	58.06%	67.74%	77.41%

Day/Date : Tuesday/ 14th September 2011

Meeting : 3

No	Students	Meeting 3			
		Ind. 1 Participation	Ind. 2 Communication	Ind.3 Cooperation	Ind. 4 Responsibility
1	Student 1				
2	Student 2	-	-	-	
3	Student 3	-			
4	Student 4	-			
5	Student 5		-	-	-
6	Student 6				
7	Student 7				
8	Student 8				
9	Student 9				
10	Student 10				-
11	Student 11				-
12	Student 12				
13	Student 13				
14	Student 14				
15	Student 15				
16	Student 16				
17	Student 17				
18	Student 18				
19	Student 19				
20	Student 20				
21	Student 21				
22	Student 22				
23	Student 23				
24	Student 24				
25	Student 25				
26	Student 26				
27	Student 27				
28	Student 28				
29	Student 29				
30	Student 30				-
31	Student 31				
TOTAL		=28	=25	=29	=27
PERCENTAGE		90.32%	80.64%	93.54%	87.09%

**The Result of Student's Activities during the Teaching and Learning Process of Reading
through the use of Cooperative Learning Strategy in Cycle 2**

Day/Date : Friday/ 16th September 2011

Meeting : 1

No	Students	Cycle 2			
		Ind. 1 Participation	Ind. 2 Communication	Ind.3 Cooperation	Ind. 4 Responsibility
1	Student 1			-	
2	Student 2				
3	Student 3	-			
4	Student 4	-			
5	Student 5				
6	Student 6	-	-	-	-
7	Student 7		-		
8	Student 8	-			
9	Student 9	-			
10	Student 10				
11	Student 11	-	-		
12	Student 12				
13	Student 13	-	-		
14	Student 14				
15	Student 15	-	-		
16	Student 16				
17	Student 17	-	-		
18	Student 18	-	-		
19	Student 19				
20	Student 20	-			
21	Student 21		-	-	
22	Student 22	-			
23	Student 23				
24	Student 24	-	-		
25	Student 25				
26	Student 26	-			
27	Student 27	-	-		
28	Student 28	-	-		
29	Student 29				
30	Student 30	-	-		
31	Student 31				
TOTAL		=15	=20	=28	=30
PERCENTAGE		93.54%	64.52%	90.32%	96.77%

Day/Date : Tuesday/ 20th September 2011

Meeting : 2

No	Students	Cycle 2			
		Ind. 1 Participation	Ind. 2 Communication	Ind.3 Cooperation	Ind. 4 Responsibility
1	Student 1				
2	Student 2				
3	Student 3				
4	Student 4				
5	Student 5				
6	Student 6				
7	Student 7				
8	Student 8				
9	Student 9	-	-	-	-
10	Student 10		-		
11	Student 11	-	-		
12	Student 12				
13	Student 13				
14	Student 14		-		
15	Student 15				
16	Student 16				
17	Student 17	-	-		
18	Student 18				
19	Student 19				
20	Student 20				
21	Student 21				
22	Student 22				
23	Student 23				
24	Student 24				
25	Student 25		-		
26	Student 26				
27	Student 27				
28	Student 28				
29	Student 29				
30	Student 30				
31	Student 31				
TOTAL		=28	=25	=30	=30
PERCENTAGE		90.32%	80.65%	96.77%	96.77%

Day/Date : Wednesday/ 21st September 2011

Meeting : 3

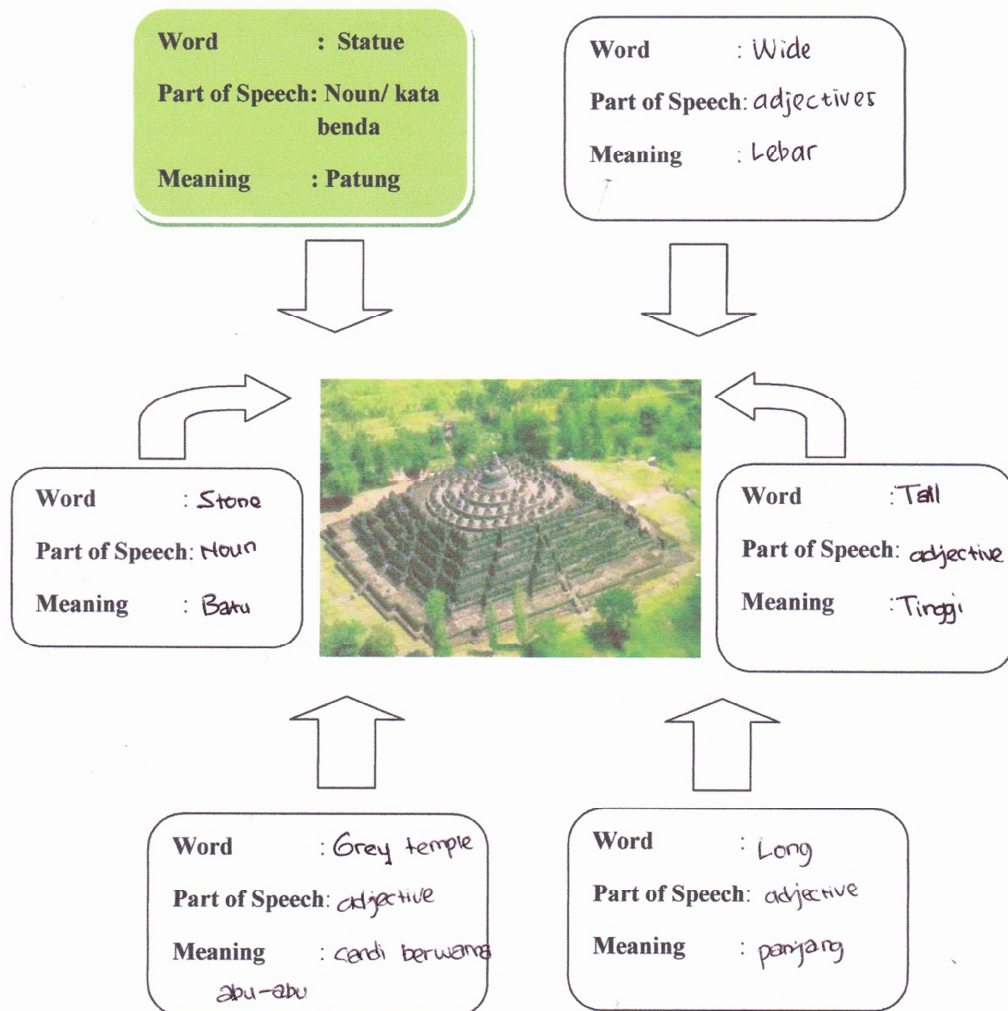
No	Students	Cycle 2			
		Ind. 1 Participation	Ind. 2 Communication	Ind.3 Cooperation	Ind. 4 Responsibility
1	Student 1				
2	Student 2				
3	Student 3				
4	Student 4				
5	Student 5				
6	Student 6				
7	Student 7				
8	Student 8				
9	Student 9				
10	Student 10				
11	Student 11				
12	Student 12				
13	Student 13				
14	Student 14				
15	Student 15				
16	Student 16				
17	Student 17				
18	Student 18				
19	Student 19				
20	Student 20				
21	Student 21				
22	Student 22				
23	Student 23				
24	Student 24				
25	Student 25		-		
26	Student 26				
27	Student 27				
28	Student 28				
29	Student 29				
30	Student 30				
31	Student 31	-	-	-	-
TOTAL		=30	=29	=30	=30
PERCENTAGE		96.77%	93.54%	96.77%	96.77%

Nama Kelompok 3 : 1. Jaka .s
 2. Bagus .P.s
 3. Nazilla .A.R.
 4. Rini Iswanti

DISCUSSION TIME

Task 1

Work in group of four. Then, look at the picture. List five words that can be used to describe the tourist resort in the picture. Look at the example.



Look at the pictures below. Each of you will get description about the pictures.
Stick the descriptions to the



This building is located in Agra, India.

It was built by Mughal emperor Shah Jahan in memory of his wife, Mumtaz Mahal.

It is widely recognized as "the Jewel of Muslim art in India"



This tourist resort is located in Central Java.

It consists of ancient Hindu temples.

They were built in the mid-9th century. They are called Thousand Temples.



This tourist resort is located in Bali.

It is very well-known beautiful beach with white sand.

It is a perfect place for sun bathing.

It is also famous for the sunset site with its wonderful sunset.



This tourist resort is the landmark of Paris.

When people see it, they will say "This is Paris".

It is the tallest structure in Paris. It is 348m high. It weighs 7.300 tons.



This tourist resort is very well-known in Bali.

It is located on the coast of West Bali, at the village of Beraban in the Tabanan Regency.

It becomes one of the main temples in the worship of Balinese gods.

NAMA KELOMPOK 2.

- KATON. H.
- AHMAT. A.S.
- AMALINA.F.
- DEFITASARI.

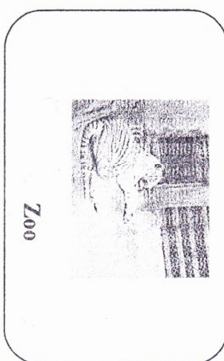
- ADE RISQI B
JAKAS
INAW
DEGITASARI

Task 3 Instruction:

1. Work in pairs
2. Read each text carefully. Each text contains one notice.
3. Complete the first box by selecting the correct places where you can find the notice based on the text.
4. Complete the second box by selecting the correct notice based on the text.
5. Complete the third box with the meaning of the notice. Look at the example.

Example:

In this place, you can find the notice. It tells you not to feed the animal because it will be dangerous for you. The animal can attack you.



Don't Feed the
Animal



Jangan memberi
makan hewan.

1.

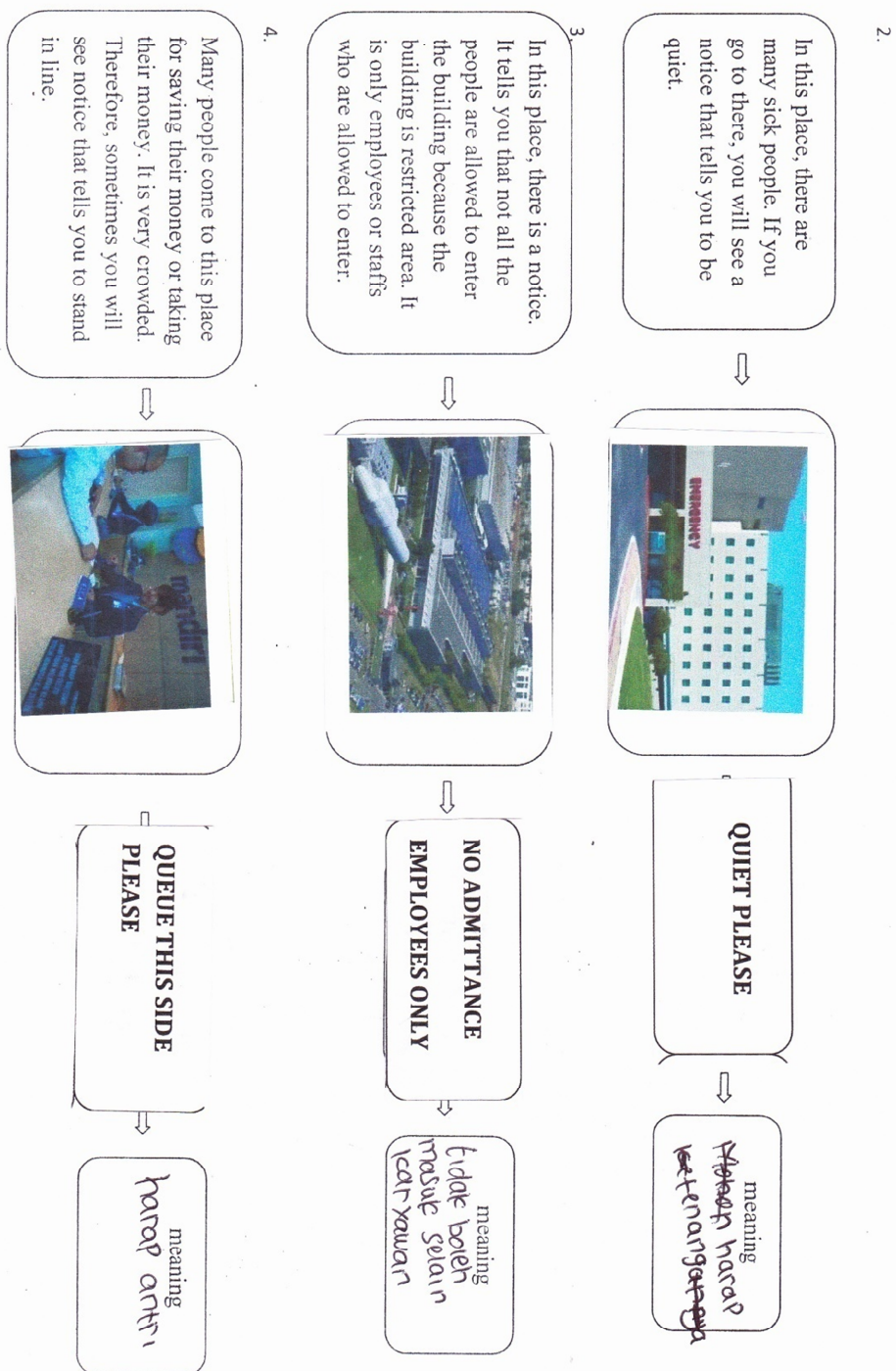
In this place, there is a notice. It tells you not to bring food or drink because it is a sterile place and there are many dangerous acids in this place.



NO FOOD OR DRINK



meaning
Tidak boleh
makan & minum



PHOTOGRAPHS OF THE TEACHING-LEARNING PROCESS



The teacher explained the materials



The students worked together in doing Make a Match Activity



The students discussed the task in their group



The teacher conducted the class discussion



The students were actively involved in group discussion



The students presented the group result



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
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FRM/FBS/33-01

10 Jan 2011

Nomor : 1537a/H.34.12/PP/VII/2011
Lampiran : --
Hal : Permohonan Izin Penelitian

26 Juli 2011

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving the Quality of Teaching and Learning Process of Reading at the 8th Grade Students of SMP 1 Paliyan in the Akademik Year of 2011/2012 through Cooperative Learning

Mahasiswa dimaksud adalah :

Nama : ERNA ADY PUSPITARINI
NIM : 07202244055
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Tanggal Pelaksanaan : Juli - September 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/6020/V/2011

Membaca Surat : Dekan Fakultas Bahasa Dan Seni UNY

Nomor : 1537a/H.34.12/PP/VII/2011

Tanggal Surat : 26 Juli 2011

Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : ERMA ADY PUSPITARINI

NIP/NIM : 07202244055

Alamat : Karangmalang, Yogyakarta.

Judul : *IMPROVING THE QUALITY OF TEACHING AND LEARNING PROCESS OF READING AT THE 8TH GRADE STUDENTS OF SMP 1 PALIYAN IN THE ACADEMIK YEAR OF 2011/2012 THROUGH COOPERATIVE LEARNING*

Lokasi : Kabupaten Gunungkidul

Waktu : 3 (tiga) Bulan.

Mulai tanggal : 27 Juli s/d 27 Oktober 2011

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta
Pada tanggal : 27 Juli 2011

An. Sekretaris Daerah
Asisten Perencanaan dan Pembangunan
Kepala Biro Administrasi Pembangunan



Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Gunung Kidul Cq. KPPTSP
3. Dinas Pendidikan Pemuda Dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa Dan Seni UNY
- Yang Bersangkutan.



PEMERINTAH KABUPATEN GUNUNGKIDUL
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA

SMP NEGERI 1 PALIYAN

Alamat : Karangduwet, Paliyan, Gunungkidul. Telp. 02747101895

SURAT KETERANGAN

No. 421.3/670/2022

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Negeri 1 Paliyan Kabupaten Gunungkidul menerangkan bahwa mulai tanggal 28 Juli 2011 sampai dengan tanggal 8 Oktober 2011 menerangkan bahwa :

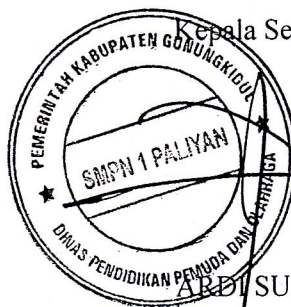
Nama : ERMA ADY PUSPITARINI
NIM : 07202244055
Fakultas/Instansi : Bahasa dan Seni Universitas Negeri Yogyakarta
Alamat Instansi : Karangmalang Yogyakarta
Alamat Rumah : Tahunan, Karangduwet, Paliyan, Gunungkidul.

Telah melakukan Penelitian untuk penyusunan Skripsi dengan judul “ IMPROVING THE QUALITY OF TEACHING AND LEARNING PROSCCESS OF READING AT THE 8 TH GRADE STUDENTS OF SMP 1 PALIYAN IN THE ACADEMIC YEAR OF 2011/2012 THOUGH COOPERATIVE LEARNING “.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Paliyan, 8 Oktober 2011

Kepala Sekolah



ARDI SURYANTO, SE.MM

NIP. 19570318 197803 1 003